

# AN HIV/STD SEXUAL RISK REDUCTION GROUP-LEVEL INTERVENTION FOR WOMEN

# TRAINING OF FACILITATORS MANUAL

# Packaged by:

Nonprofit Consulting Services, a program of Public Health Solutions and the HIV Center for Clinical and Behavioral Studies at New York State Psychiatric Institute and Columbia University





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# PREPARING FOR FIO TRAINING

# Goal of the Future Is Ours (FIO) Training of Facilitators

The goal of this training is to prepare facilitators from community-based agencies, HIV service agencies and health departments to implement Future Is Ours (FIO) successfully with young, heterosexually active, multi-ethnic, at-risk women living in communities where rates of HIV and other STDs are high.

# Objectives of Training

At the end of this five-day training, trainees will be able to:

- Describe why we need an HIV/STD prevention intervention for women
- Explain how gender scripts make women vulnerable to HIV/STDs
- Describe the five goals of FIO based on the Modified AIDS Risk Reduction Model (M-ARRM)
- Identify at least three learning tools FIO utilizes to teach information and skills or to encourage women to protect themselves
- Explain the difference between a Core Element and a Key Characteristic of FIO
- Identify at least five skills needed to successfully facilitate FIO
- Demonstrate skills in facilitating FIO

# Intended Audience

- Skilled female counselors or facilitators from various backgrounds and education
- Program Managers are suggested but not required to attend the entire five days of training. Because
  they will be monitoring and evaluating their agencies' facilitators and in some cases will serve as backup, attending or observing the training of facilitators (TOF) is recommended. However, they are only
  required to attend the fifth day of the TOF which covers the areas most relevant to them (e.g., recruitment and retention, adaptation, evaluation, etc.).



# Five-Day Agenda

Day 1	
8:30 AM	Registration
9:00 AM	Module I: Introductions and Housekeeping
	Introduction of trainers
	Introduction of trainees
	Ice Breaker
	General Housekeeping
	Group Rules
	Course Objectives, Agenda, and Introduction to Training Materials
9:40 AM	Module II: Introduction to FIO
	Prevention With Young, Heterosexually Active, Multi-Ethnic, At-Risk Women
	Overview of FIO
	Introduction to the Theories Guiding FIO
	Social Learning Theory
	Cognitive Behavioral Intervention and Feeling Thermometer
	Eight-Session Overview of FIO
	Review of Core Elements and Key Characteristics
10:45 AM	Break
11:00 AM	Module III: Facilitator Roles and Skills
	Exercise 1: FIO Facilitators' Skills
	Exercise 2: Working With Challenging Participants
	Exercise 3: Sexual Desensitization
	Exercise 4: Values Clarification—Sexual Issues
12:20 PM	Lunch
1:20 PM	Module IV: Facilitation
	Introduction Session One, and Walk-Through Exercises 1 and 2
	Demonstration Session One, Exercises 3-8



3:30 PM	Break
3:45 PM	Module IV (continued) Questions and Discussion, Session One
3:55 PM	Trainee Practice
5:00 PM	Adjourn



Day 2 8:30 AM Registration 9:00 AM Questions and Review from Day 1 9:30 AM Module IV (continued) Introduction Session Two Walk-Through Session Two, Exercises 1 and 2 Practice Session Two, Exercise 3 Feedback Session Two, Exercise 3 Demonstration Session Two, Exercise 4 11:05 AM **Break** 11:20 AM Module IV (continued) Demonstration Session Two, Exercise 5 Walk-Through Session Two, Exercise 6 Questions and Discussion, Session Two 12:25 PM Lunch 1:25 PM Module IV (continued) Introduction Session Three Walk-Through Session Three, Exercise 1 Demonstration Session Three, Exercise 2 Walk-Through Session Three, Exercise 3 Practice Session Three, Exercise 4 Feedback Session Three, Exercise 4 3:10 PM Break 3:25 PM Module IV (continued) Walk-Through Session Three, Exercises 5 and 6 Questions and Discussion, Session Three 4:05 PM Trainee Preparation for Practice Exercises

5:00 PM

Adjourn



Day 3 8:30 AM Registration 9:00 AM Questions and Review from Day 2 9:15 AM Module IV (continued) Introduction Session Four Demonstration Session Four, Exercise 1 Walk-Through Session Four, Exercise 2 Demonstration Session Four, Exercise 3 Practice Session Four, Exercise 4 Feedback Session Four, Exercise 4 10:45 AM **Break** 11:00 AM Module IV (continued) Walk-Through Session Four, Exercise 5 Walk-Through Session Four, Exercises 6 and 7 Questions and Discussion, Session Four 12:15 PM Lunch 1:15 PM Module IV (continued) Introduction Session Five, and Walk-Through Exercise 1 Demonstration Session Five, Exercise 2 Practice Session Five, Exercise 3 Feedback Session Five, Exercise 3 Practice Session Five, Exercise 4 Feedback Session Five, Exercise 4 2:40 PM **Break** 3:00 PM Module IV (continued) Practice Session Five, Exercise 5 Feedback Session Five, Exercise 5 Practice Session Five, Exercise 6 Feedback Session Five, Exercise 6 Questions and Discussion, Session Five 5:00 PM Adjourn



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Day 4	
8:30 AM	Registration
9:00 AM	Questions and Review from Day 3
9:15 AM	Module IV (continued) Introduction Session Six, and Walk-Through Exercise 1 Demonstration Session Six, Exercise 2 Practice Session Six, Exercise 3 Feedback Session Six, Exercise 3
10:25 AM	Break
10:40 AM	Module IV (continued) Practice Session Six, Exercise 4 Feedback Session Six, Exercise 4 Walk-Through Session Six, Exercises 5 and 6 Questions and Discussion, Session Six
12:10 PM	Lunch
1:10 PM	Module IV (continued) Introduction Session Seven, and Walk-Through Exercise 1 Practice Session Seven, Exercise 2 Feedback Session Seven, Exercise 2 Practice Session Seven, Exercise 3 Feedback Session Seven, Exercise 3
3:05 PM	Break
3:20 PM	Module IV (continued) Practice Session Seven, Exercise 4 Feedback Session Seven, Exercise 4 Demonstration Session Seven, Exercises 5 and 6 Questions and Discussion, Session Seven
5:00 PM	Adjourn



Day 5	
8:30 AM	Registration
9:00 AM	Questions and Review from Day 4
9:15 AM	Module IV (continued)
	Introduction Session Eight, and Walk-through Exercise 1
	Walk-Through Session Eight, Exercise 2
	Demonstration Session Eight, Exercise 3
	Walk-Through Session Eight, Exercises 4 and 5
	Practice Session Eight, Exercise 6
	Feedback Session Eight, Exercise 6
10:05 AM	Break
10:20 AM	Module IV (continued)
	Walk-Through Session Eight, Exercise 7
	Demonstration Session Eight, Exercise 8
	Questions and Discussion, Session Eight
11:45 PM	Lunch
12:45 PM	Module V: Pre-Implementation
	Agency Capacity Issues
	Recruitment, Retention, and Incentives
1:25 PM	Module VI: Maintenance and Management
	Adaptation
	Evaluation
2:25 PM	Training Conclusion
	Questions and Answers
	Evaluation
3:30 PM	Adjourn



# Table of Demonstrations and Practice

Agenda	Session	Trainers' Demonstration	Trainees' Practice
Day One	One	Exercises 3-8	N/A
Day Two	Two	Exercises 4, 5	Exercise 3
Day Two	Three	Exercise 2	Exercise 4
Day Three	Four	Exercises 1, 3	Exercise 4
Day Three	Five	Exercise 2	Exercises 3, 4, 5, 6
Day Four	Six	Exercise 2	Exercises 3, 4
Day Four	Seven	Exercises 5, 6	Exercises 2, 3, 4
Day Five	Eight	Exercises 3, 8	Exercise 6



# How to Use the Curriculum

This curriculum has been created to follow the format of the materials that trainees will be using in their FIO package. Trainers must prepare ahead and allow enough time to set-up this training.

The training serves as a hands-on demonstration of components of the actual intervention by the trainers followed by practice activities conducted by the trainees. From the beginning of the training, the trainers must stress that the trainees will practice facilitating parts of the sessions, as well as participate as a session client.

Times are allotted for each exercise which should be followed to ensure that all material is covered. Please note that in Module IV for trainee practice exercises, time is allotted both for the trainers to introduce the exercise and for trainees to practice it.



Materials and Equipment

The following Materials and Equipment checklist delineates everything trainers need to obtain prior to conducting a TOF. It includes all items that require advance preparation. Other materials that do not need to be obtained in advance are listed by day in this manual.

<b>✓</b>	Materials Checklist
	Program Manager Guide (1 per agency)
	Facilitator Guide (1 per person)
	Participant Workbook (1 per person)
	Clock
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils (1 per person)
	Paper (8 1/2 x 11 white paper)
	Markers
	Masking Tape
	Laptop, LCD and Screen
	TV/DVD Player
	"Thanks" Chips (20 per participant and trainer)
	Nametags (1 per participant )
	Lottery Tickets (1 per participant)
	Lottery Prize (1)
	Bag for Lottery Tickets (1)
	Blank Index Cards (3 per participant)
	Observation Forms (30 copies)
	Participant Feedback Forms
	Flashcards for 5, 2, and 1 minute left
	TOF Certificates of Completion
	Handout: Trainees' Agenda
	Handout: Skills of Effective Facilitators
	Handout: Suggestions for Working with Challenging Participants



 ✓
 Materials Checklist (continued)

 Program Manager Guide (1 per agency)

 Facilitator Guide (1 per person)

 Participant Workbook (1 per person)

 Poster—Core Elements

 Poster—Key Characteristics

 Poster—M-ARRM

 Poster—Feeling Thermometer

 Poster—Communication Tips

 Poster—Enlarged Body Map

 Poster—Session List

 Session Specific Materials: See Facilitator Guide



# **Room Arrangement**

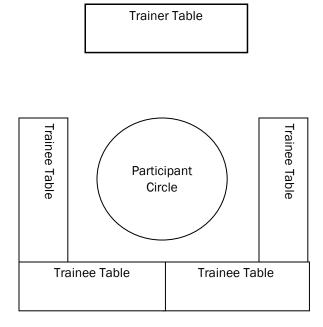
Select a training room that is quiet and large enough to allow the trainees to move around. It is ideal to train off-site as this helps minimize staff getting pulled away from the training. Trainees should be seated in easy-to-move chairs. Sofas are not recommended since they are difficult to move into a circle.

The training room should be set-up as the diagram illustrates. Tables are arranged in a U-shape with trainers and presentation materials at the open end of the "U." There should be available wall space to hang posters and newsprint. There should also be an area for a "participant circle." This is where trainees will move for demonstrations and practice exercises. Chairs should be arranged in a circle.

Before participants arrive on the first day, place intervention packages, handouts, and other materials at each participant's place or arrange at a registration table.

# Suggested Setup:

Wall Space (for posters and newsprint)



Wall Space (for posters and newsprint)



# Role-Plays

The following scripted role-plays, which are part of this FIO package, were transcribed from videos that were written and produced by the HIV Center for Clinical and Behavioral Studies at the New York State Psychiatric Institute and Columbia University: "The Meeting" (Session One), "Aisha and Ray" (Session Two), "Yonne and Carlos" (Session Five), "Janet and Richard" (Session Seven), and "Maria and Tony" (Session Seven). These scripts (called "Soap Scenes") are copyrighted by the New York State Psychiatric Institute and, as such, cannot be altered. The original videos can be ordered at www.hivcenternyc.org/videos/.

## Breaks/Energizers1

This training has scheduled breaks (one per morning and one per afternoon). Trainers must ensure these are provided. No additional time should be allocated for breaks. If you are noticing that participants' energy levels or focus are waning or there is tension within the group, use brief (five-minute) energizer exercises that involve physical and/or mental work. Below is a listing of some possible options, but feel free to develop your own.

## Play-Doh

Cut assorted colors of Play-Doh into slices and put the pieces into snack-size plastic bags. Place a bag at each trainee's spot. Give trainees five minutes to create something.

# **Churning the Butter**

Instruct trainees to stand up, place their hands on their hips and move their hips in a circle like they are "churning butter."

#### Circle Massage

Instruct trainees to turn to their right and massage the next person's shoulders.



**Answers** 

# **Easiest Ever Quiz**

Ask or prepare newsprint with one or more of the following questions.

Provide prizes for winning answers.

How long did the Hundred Years War last? 116 years

Which country makes Panama hats? Ecuador

From which animal do we get catgut? Sheep and Horses

In which month do Russians celebrate the October Revolution?

November

What is a camel's hair brush made of? Squirrel fur

The Canary Islands in the Pacific are named after what animal?

Dogs

What was King George VI's first name?

Albert

What color is a purple finch? Crimson

Where are Chinese gooseberries from?

New Zealand

What is the color of the black box in a commercial airplane? Orange, of course.



# Silly Sentence

Divide the trainees into two groups. Post a newsprint for each group on the wall. Instruct each group to line up behind their respective newsprints. Provide a marker to each trainee. Instruct the trainees to write one word on the chart, in turn. The object is to have a sentence (with subjects, verb and punctuation), but NO pre-planning or discussion is allowed. Each member of the subgroup must contribute at least one word as rapidly as possible. OPTION: A topic related to this training can be written at the top of each sheet, and then the sentences must relate to that topic.

# **Secret Treasure**

Prepare 11 note cards with the following letters: C O O P E R A T I O N. Divide the group into two. Provide one group with the letters: CRTPO. Provide the other group with the letters: OAIOEN. Instruct the groups that there is a hidden treasure in the room and they are to use their letters to find a clue as to its location. Allow five minutes for this activity. Provide the answer if the trainees were unable. OPTION: Other words could be substituted for "cooperation."



# FIO Background for the Trainer

#### Publication

Ehrhardt, A. A., Exner, T. M., Hoffman, S., et al. (2002). A gender-specific HIV/STD risk reduction intervention for women in a health care setting: Short- and long-term results of a randomized clinical trial. *AIDS Care*, 14,147-161.

Miller, S., Exner, T. M., Williams, S. P., & Ehrhardt, A. A. (2000). A gender-specific intervention for at-risk women in the USA. *AIDS Care*, 12, 603-612.

#### Overview of FIO

The Future is Ours (FIO) is an eight-session evidence-based HIV prevention intervention that is delivered in interactive group sessions over an eight-week period. FIO is a gender-specific HIV/STD risk reduction intervention designed for heterosexually active, at-risk women of diverse ethnicities (African American/Black, Caribbean, Latina, White), ages 18 to 30. The intervention is designed for women who are not injection drug users, who are HIV-negative or of unknown status, are not pregnant or trying to become pregnant, and who live in communities where rates of HIV and other STDs are high.

The overall goal of FIO is to empower women to reduce unsafe sexual encounters (unprotected vaginal or anal sex contacts) by increasing the use of male and female condoms and alternate protection strategies. These alternate protection strategies include engaging in "outercourse" (sex without penetration), getting tested for HIV jointly with a partner (followed by mutual monogamy and a safety agreement), deciding to be celibate, and refusing unsafe sex or deciding to not get involved with a partner who will not use condoms.

The original study that evaluated FIO (The Future Is Ours) was conducted among 360 women aged 18 to 30 years, who were recruited from a family planning clinic in Brooklyn, N.Y. between 1994 and 1997 (Ehrhardt 2002). Seventy percent of the women were Black/African-American, 17% were Latina, and the remainder were White or of other ethnicities. In terms of risk, 64% of women reported having at least one of the following: an STD in the past year, two or more current partners, or six or more lifetime partners. Further, 53% of women reported their main partner had at least one risk, such as not having been tested for HIV or possibly having had outside partners, and 33% reported that their main partner had two or more risk characteristics.

Women were randomly assigned to an eight-session intervention, a four-session intervention, or a control group, which consisted only of regular interviews and referral services if necessary. Outcomes for the three groups were then compared. The study demonstrated that the eight-session FIO was effective in reducing unprotected vaginal and anal intercourse in both the short-term (one month after the intervention) and long -term (12 months after the intervention). This included both increasing use of male and female condoms and reducing the number of sexual contacts. Women in the eight-session FIO intervention were also more likely to use an alternative protection strategy that they had not used previously. Alternative protection strategies included refusing sex if a partner would not use a condom, having non-penetrative sex, engaging in mutual HIV/STD testing with a partner, or deciding not to have sex.



FIO sessions are facilitated by two women, at least one of whom should match the ethnic background of the majority of participants. It allows women to connect with each other by sharing their feelings about relationships with men, values and personal vulnerability. It also teaches them to understand and personalize their risk for HIV and other STDs, identify gender based barriers to safer sex, and gain practical knowledge about a range of risk-reduction strategies. Additionally, women build skills necessary to communicate and negotiate safer sex with their partners (including how to identify and respond to abuse in relationships), and how to solve problems to avoid setbacks. The group sessions incorporate a variety of techniques including demonstrations, exercises, goal setting, group discussions, lectures, review of printed materials, role-plays, skill practice, and a video. A key emphasis of FIO is that women consistently make choices regarding their sexual behavior which are often influenced by gender norms that are supported by society. Participants are made aware of these choices and their consequences and are taught how to make better choices that result in safer sex behaviors.

At the conclusion of every session, each woman sets a personal goal related to the development of a relationship in which her health is protected. These goals are related to the material covered in the session. Women are provided instruction on how to set goals that are realistic, clear, achievable within the week, and easily measured.

Throughout the intervention, women are encouraged to support each other through the use of "Thanks" Chips or Tokens. The use of Tokens in behavioral interventions has been researched and validated as an effective method to encourage positive behaviors. Behaviors that are noticed and encouraged by others increase in frequency. Those that are not noticed usually decrease. This process generally occurs without awareness. Facilitators use "Thanks" Chips frequently in each of the sessions to encourage positive affirmation and build a sense of mutual support among the participants.

Finally, another major component of the intervention is the use of the Feeling Thermometer. The ability to recognize, name, discuss and express feelings is essential because a woman's comfort level influences her ability to make good decisions and alter behaviors. Facilitators use a Feeling Thermometer to allow women to better assess and discuss their feelings. The Feeling Thermometer ranges from 0 to 100, with 100 representing the most discomfort: such as extreme anger, anxiety, nervousness, or depression. Zero represents total comfort. The person at or near zero is better able to think and make decisions.

More detailed information on the theoretical basis for FIO can be found in the Program Manager Guide.





# Day 1

# **Purpose**

Module I: Introductions and Housekeeping

- Introduce the trainers and the trainees.
- Establish group rules for the course.
- Review course objectives, agenda and training materials.

Module II: Introduction to FIO

- Introduce the trainees to the FIO intervention.
- Describe the intervention's Core Elements.

Module III: Facilitator Roles and Skills

• Introduce the trainees to the facilitator roles and skills necessary to implement FIO.

Module IV: Facilitation

- Trainees will understand the objectives and major activities of Session One.
- Trainees will have the opportunity to see trainers demonstrate Session One and to practice facilitating sessions.



# Day 1

# Agenda

Module I

Introduction of Trainers	5 Minutes
Introduction of Trainees	5 Minutes
Icebreaker	5 Minutes
General Housekeeping	5 Minutes
Group Rules	5 Minutes
Course Objectives, Agenda and Introduction to Training Materials	15 Minutes
Prevention With Young, Heterosexually Active, Multi-Ethnic, At-Risk Women	10 Minutes
Overview of FIO	5 Minutes
Introduction to the Theories Guiding FIO	15 Minutes
Social Learning Theory	5 Minutes
Cognitive Behavioral Intervention and the Feeling Thermometer	10 Minutes
Eight-Session Overview of FIO	5 Minutes
Core Elements and Key Characteristics	15 Minutes
Exercise 1: FIO Facilitators' Skills	10 minutes
Exercise 2: Working With Challenging Participants	30 minutes
Exercise 3: Sexual Desensitization	20 minutes
Exercise 4: Values Clarification—Sexual Issues	20 minutes
Session One Introduction and Walk-Throughs	20 minutes
Session One Trainer Demonstration	110 minutes
Break	15 minutes
Session One Questions and Discussion	10 minutes
Trainee Practice	65 minutes



Day 1

1	Materials Checklist
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils
	Paper
	Markers
	Masking Tape
	Laptop, LCD and Screen
	Program Manager Guide (1)
	Facilitator Guide (1 for each participant)
	Challenging Scenarios Cards
	"Thanks" Chips
	Nametags (1 per participant)
	Blank Index Cards (3 per participant)
	Participant Feedback Form
	Priority Cards (1 set per participant
	Lottery Tickets, Prize, and Bag
	Paper Version of Trainee Notes (highlighted)
	Slide #1-56
	Participant Workbooks (1 per participant)
Participa	ant Workbook
	Personal Risk Form
	Self-Test on STDs and HIV
	Self-Test Answer Key
	FIO Sessions
	Scripted Role-Play: "The Meeting"
	Giving a Good HIV Prevention Message



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✓	Materials Checklist
Hando	uts
	Trainees' Agenda for Day 1
	Skills of Effective Facilitators
	Suggestions for Working with Challenging Participants
	The Future is Ours: Session Structure
Poste	ers
	Core Elements
	Key Characteristics
	M-ARRM
	Feeling Thermometer
	Session List
Prepa	ared Newsprint
	Training of Facilitators Course Objectives
	Introduction Questions
	Suggested Group Rules
	Trainees' Agenda for Day 1
	Challenging Situations
	Intervention Goals
	Questions on Relationship and Sex
	Giving a Good HIV Prevention Message
	Session One Main Points
	Assigned Trainees for Practice Exercises



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# Module I: Introductions and Housekeeping

# Introduction of Trainers

**Purpose:** Trainees will be aware of who the trainers and hosting agency are.

Time: 5 minutes

Materials: Slide #1

## Procedure:

1. Trainers should introduce themselves and their training organization briefly.

2. Acknowledge the agency hosting the training and thank trainees for their participation and commitment to FIO.





# Introduction of Trainees

**Purpose:** Trainees will start to build group cohesion by getting to know each other.

Time: 5 minutes

Materials: Prepared Newsprint-Introduction Questions

"Thanks" Chips

# Procedure:

1. Ask trainees to introduce themselves. Have the following questions on prepared newsprint:

- What is your name and the name and location of your agency?
- What is your role in the FIO intervention?
- What is one goal that you want to accomplish in the next couple of years?
- 2. Begin using "Thanks" Chips but do not explain them. Give "Thanks" Chips to trainees as they complete their introductions. Thank the trainees and welcome them to this training where they will have the opportunity to learn new skills and share experiences with one another.



# Ice Breaker

**Purpose:** To break the ice and introduce the concept of gender stereotypes as defined by FIO inter-

vention

Time: 5 minutes

Materials: Pens/Pencils

Paper

#### Procedure:

1. Pass out paper and pens/pencils.

2. Instruct participants to draw a physicist.

# **Trainer Script:**

To break the ice, let's do something quick and fun. We're going to work on a quick drawing. Don't worry if you're not an artist. You will only be given one minute to draw so I'd like you do so as fast as you can. Please draw a physicist.

- 3. Allow one minute to pass.
- 4. Ask each participant to briefly show their picture.
- 5. Discuss the gender of pictures drawn.

# Trainer Script:

Great work everyone. Do we see any similarities between the pictures? What gender are the physicists that were drawn? Why do you think that so many (all) were male?

6. Discuss gender stereotypes and relevance to FIO.

#### **Trainer Script:**

This exercise shows that we all have assumptions about gender roles. In this case, we assumed physicists were male. We have many other assumptions that we should be aware of when implementing FIO. Many of us dress our baby girls in pink and baby boys in blue, many of us have heard the phrase "little girls don't do that" when we were growing up. We need to recognize how society shapes our perceptions of gender. This is one of the key ideas behind FIO. We will discuss this more later.



General Housekeeping

Purpose: Trainees will be aware of general housekeeping.

Time: 5 minutes



# Procedure:

1. Review housekeeping concerns, breaks, lunch, location of rest rooms, etc.



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# **Group Rules**

**Purpose:** Trainees will establish mutually acceptable, appropriate codes of behavior for the training.

Time: 5 minutes

*Materials:* Prepared Newsprint-Suggested Group Rules

"Thanks" Chips

#### Procedure:

1. Prepare and display a newsprint with a list of suggested group rules:

- Confidentiality
- Respect
- Everyone has a chance to talk; no monopolizing
- One person talks at a time
- Everyone has a right not to participate
- Freedom to ask questions
- Openness/honesty
- No putdowns or judgments
- Cell phones on vibrate/slient
- 2. Briefly review the list and ask trainees whether they agree with these rules. Then, ask whether any additional rules should be added. Obtain agreement to the group rules. Write these additional rules on the newsprint so they can be posted for reference at each session.
- 3. Continue using "Thanks" Chips but do not explain them. Hand out "Thanks" as appropriate to trainees and co-trainer.
- 4. Refer to group rules when necessary.



# Course Objectives, Agenda, and Introduction to Training Materials

**Purpose:** Trainees will learn objectives of the FIO training and review the agenda and training

materials

*Time:* 15 minutes



*Materials:* Slides #2-7

Prepared Newsprint—Trainee's Agenda for Day 1

Prepared Newsprint—Training of Facilitators Course Objectives

Program Manager Guide Participant Workbook

Handout—Trainees' Agenda for Day 1

"Thanks" Chips Post-it Notes

**Trainers' Notes:** Trainers should post the course objectives (see Page 7 of this curriculum and listed

below) on the wall for the duration of the training. Trainers should refer to the objectives

as they move through the training.

If trainees ask a question that is not covered in the training materials or that will be covered later, tell them that the question is appropriate for the "Parking Lot" and write it on the prepared newsprint titled "Parking Lot." You may need several pieces of newsprint. Review the "Parking Lot" during breaks and lunch for questions to address in the content of upcoming sessions and to be prepared to answer the questions. Return to the "Parking Lot" during scheduled Question and Answer periods. After a question has been answered, check it off or remove it from the "Parking Lot." You may want to save the questions, review the curriculum, and make adjustments to clarify those points.

#### Procedure:

1. Show Slide #2 and review the goal of the FIO Training of Facilitators.

## **Trainer Script:**

The goal of the FIO Training of Facilitators is to prepare facilitators from community-based agencies, HIV service agencies and health departments to implement FIO successfully with young, heterosexually active, multi-ethnic, at-risk women living in communities where rates of HIV and other STDs are high. It will also help prepare managers from these agencies to recruit participants, implement and sustain FIO.



#### Goal of TOF

- To prepare facilitators from community-based agencies, HIV service agencies and health departments to successfully implement the intervention, the Future Is Ours (FIO)
- To prepare managers from these agencies to recruit participants, implement, and sustain FIO

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2. Show Slides #3 and #4 and briefly review each training objective.

# Trainer Script:

The objectives of this training are to:

- Describe why we need an HIV/STD prevention intervention for women
- Explain how gender scripts make women vulnerable to HIV/STDs
- Describe the five goals of FIO based on the Modified AIDS Risk-Reduction Model
- Ensure participants are able to identify at least three learning tools FIO utilizes to teach information and skills or to encourage women to protect themselves
- Ensure participants are able to explain the difference between a Core Element and a Key Characteristic

Allow participants to demonstrate skills in facilitating FIO

3. Show Slide #5 and briefly review the Program Manager Guide.

# Trainer Script:

Pass around a copy as you review it.

You have been provided with binders that include a Facilitator Guide, and The Future Is Ours Participant Workbook. You will be referring back to these different documents throughout this training.



# Program Manager Guide

- Comprehensive guide that is designed to be used by community based organizations (CBOs) that are funded to implement FIO
- · Helps agencies understand:
  - Underlying goals and principals of the curriculum,
  - How to appropriately adapt and facilitate the intervention, and
  - How to ensure funding and efficacy in the longerterm.

5

At the end of this training each agency will also receive a copy of the FIO Program Manager Guide (PMG). I will pass a copy around now. The PMG is a comprehensive guide that is designed to be used by community-based organizations (CBOs) that are funded to implement FIO. It provides details on all of the processes agencies must address in order prepare for and conduct FIO with their target population. More specifically, this guide will help agencies understand the underlying goals and principles of the curriculum, decide how to appropriately adapt and facilitate the intervention, and ensure funding and efficacy in the longer-term.

Ensure participants are able to identify at least five skills needed to successfully facilitate FIO



# Objectives of TOF

- Describe why we need an HIV/STD prevention intervention for women
- Explain how gender scripts make women vulnerable to HIV/STDs
- Describe the five goals of FIO based on the Modified AIDS Risk Reduction Model

3



# Objectives of TOF

- Be able to identify at least three learning tools FIO utilizes to teach information and skills or to encourage women to protect themselves
- Explain the difference between a Core Element and a Key Characteristic of FIO
- Identify at least five skills needed to successfully facilitate FIO
- Demonstrate skills in facilitating FIO

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4. Show Slide #6 and briefly review the Facilitator Guide. Answer any questions that arise.

#### **Trainer Script:**

Now, let's take a look at the Facilitator Guide. This document gives you step-by-step instructions on facilitating FIO's eight sessions. It contains a detailed description of each session including objectives, rationale, scripts, time allocation, room set-up, equipment and supplies, exercises and activities, and facilitation hints. You will be using the Facilitator Guide each time you deliver FIO.



#### Facilitator Guide

- Provides step-by-step instructions on facilitating FIO's 8 sessions
- Contains a detailed description of each session including:
  - objectives and rationale,
  - exercises and scripts.
  - time allocation and room set-up,
  - equipment and supplies, and
  - facilitation hints

6

Each session is structured the same way. Page 30 provides information on the formatting of the manual. Turn to Page 33—this is the first page of Session One. Here you see Session One's title, objectives, and rationale. All of this information serves only as information to you, the facilitator. This will help you see what participants will get from the session, the major activities and the theory behind them. Page 35 lists the activities for the session and the amount of time allocated to each. The next page lists all the materials the facilitator will need to collect in order to successfully implement the session. You have space to write notes that will help you conduct the session on Page 37.

Now, let's take a look at the structure of an exercise. Turn to Page 38. Here you see the exercise title and time allocated to it. The information next to the trophy explains the goals of the exercise. The specific materials needed for this exercise are then listed. Then you see the actual script you are to say aloud. Text boxes with letters in all CAPS provide detailed instructions on how to conduct the exercise. At the end of each session is a section titled, "Session Activities and Materials." This includes all the activities and materials that are used within the session.

What questions do you have about the Facilitator Guide?

5. Show Slide #7 and briefly review the Participant Workbook.

#### **Trainer Script:**

Finally, let's take a look at the Participant Workbook. Each FIO participant will receive her own copy of this workbook during the first session. This contains all the key information, exercises, and role-plays used in FIO. The workbook is used in every FIO session. Participants are encouraged to take their copies home with them but they may be kept at the program's offices.



# Participant Workbook

- Each FIO participant will receive her own copy of this workbook during the first session
- This contains all the key information, exercises and role-plays used in FIO
- Participants will use workbook in every FIO session

/

What questions do you have about the Participant Workbook?

6. Inform trainees that you will be referring to the binders throughout the course.



7. Briefly review the five-day course agenda. Explain the "Parking Lot."

# **Trainer Script:**

The schedule for this training is very full. We will demonstrate parts of Session One today after lunch. The schedule allows time for some questions and answers on Day 1 and additional time first thing on Day 2.

If you have questions today that are not addressed, write them down on the Post-its and put them on the "Parking Lot." Please put your initials or name on them so we can identify who asked the question to determine if your question has been answered sufficiently. We will be reviewing them at breaks and lunch and will address them on Day 2.



Module II: Introduction to FIO

# Prevention with Young, Multi-Ethnic, At-Risk Heterosexually Active Women

**Purpose:** Trainees will understand the need and benefits of providing prevention services for young,

heterosexually active women

Time: 10 minutes

Materials: Slides #8-10

"Thanks" Chips

Trainers' Notes: Depending on the history of the trainees and their agencies, it may be helpful to have a

brief discussion on the need for and benefits of providing HIV and STD prevention

interventions to young women who have unprotected sex with men.

Some trainees might be unaware of the issues specifically relevant to young women in heterosexual relationships. Providing background information on the barriers to women's adoption of safer sex and/or alternative protection strategies will help trainees understand the FIO intervention better. Also, trainees might require more statistical information on infection rates among this population. See www.cdc.gov for references and data.

#### Procedure:

1. Elicit trainees' thoughts on the need for prevention services for young, heterosexually active women. Responses can be written on newsprint.

# **Trainer Script:**

Sexual transmission is currently the most common way that women become HIV-infected.

Further, AIDS is the 3<sup>rd</sup> leading cause of death among all reproductive-aged women and the 3<sup>rd</sup> highest cause of death among Black Women in this age group.



Why We Need an HIV/STD Prevention Intervention for Women

- Sexual transmission is now the most common way that women become HIV-infected
- AIDS is the 3<sup>rd</sup> leading cause of death among all reproductive-aged women; the 3<sup>rd</sup> highest cause of death among Black women in this age group
- Women are twice as likely to become infected from sex with an HIV+ man than a man is from sex with an HIV+ woman

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Something else to consider is that women are twice as likely to become infected from sex with an HIV+ man than a man is from sex with an HIV+ woman.



Some other important issues to consider include the effects HIV and STDs can have on reproduction. HIV+ women can transmit the virus to their babies, and certain STDs can make a woman infertile and can also harm the baby.

Interventions specifically targeted for women are needed because interventions developed for men do not address the challenges faced by women to protect themselves.



Why We Need an HIV/STD Prevention Intervention for Women

- · HIV+ women can transmit the virus to their babies
- STDs can make women infertile (unable to get pregnant) and can harm the infant
- Interventions developed for men don't address the challenges faced by women to protect themselves

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2. Show Slide #10. Discuss the unique issues and special challenges that place heterosexually active women at risk for HIV and STDs.

# **Trainer Script:**

So let's look at some of the special challenges that women who have sex with men face in protecting themselves.

In addressing women's risk it's important to recognize that the three prevention messages—abstinence, be faithful, and use condoms—may leave women vulnerable. Why is this?



What are Women's Challenges in Protecting themselves from HIV and Other STDs?

- Monogamy does not protect women, because their single male partner may be placing them at risk through his high risk behaviors
- Many women have little control over the circumstances of sex many experience coerced sex and are economically dependent on men
- · Women don't "use" male condoms
- Few methods that women can use Female condom approved in 1993; microbicides under development

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First, a woman may be monogamous herself, but her partner may be placing her at risk through <u>his</u> highrisk behaviors. We'll talk a bit later about why women often do not recognize or acknowledge this risk.

Second, women often have little control over the circumstances of sex, or whether or not they even have sex. Many women report that they have at some point been coerced to have sex.

And because many women are economically dependent on men, they don't feel that they have the option to refuse sex or insist on condom use.

Third, when women are advised to use condoms, it often is not recognized that women don't "use" condoms; rather, men use condoms.

And finally, there is at present only one method that women have some direct control over—and that is the female condom.



# Overview of FIO

**Purpose:** Trainees will learn about FIO.

Time: 5 minutes (- \( \frac{1}{2} \)

Materials: Slides #11-15

Facilitator Guide "Thanks" Chips

#### Procedure:

1. Show Slide #11 and explain the goal of FIO.

# **Trainer Script:**

The goal of FIO is to empower young, heterosexual sexually active women to enact safer sex behaviors (and thereby reduce their risk) in their relationships with men.



#### Goal of FIO

The goal of FIO is to empower women to practice safer sex behaviors (and thereby reduce their risk) in their relationships with men.

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2. Show Slide #12 and deliver a brief overview of FIO.

## **Trainer Script:**

The Future Is Ours (FIO) is an eight-session, group-based, scripted intervention. Each session should contain between 8 and 12 participants. The scripted nature of FIO means that it is not a support-group but rather a set of exercises to be completed.



#### Overview of FIO

- 8-session, weekly, group-based, scripted intervention
- Facilitated by two women
- Target population
  - Sexually active with a man in past 3 months
  - Of diverse ethnicities (African-American/Black, Caribbean, Latina, White)
  - Between the ages of 18 to 30
  - Living in communities with high rates of HIV and/or other STDs

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FIO is facilitated by two women, ideally one of whom is the same race/ethnicity of the majority of participants. It is important to have two facilitators present at every session in order to manage the volume of information and activities as well as to handle participant emotional reaction should the need arise.

The target population of FIO is women of diverse ethnicities (African-American/Black, Caribbean, Latina, and White), living in communities with high rates of HIV and/or other STDs, who have had sex with a man in the past three months, and are between the ages of 18 to 30 years old.



3. Show Slide #13 and discuss eligibility.

## **Trainer Script:**

FIO's messages are specifically tailored to this target population and therefore some women who do not fit these criteria are ineligible.

Women who are pregnant or trying to get pregnant, have injected drugs in the past year, self-report as HIV+, or are not comfortable

THE FUTURE IS OUR

#### Overview of FIO

- Exclusions
  - Pregnant or trying to get pregnant
  - Injection drug use in the past year
  - HIV-positive
  - Not comfortable with spoken English

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with spoken English are not eligible for FIO. The reason eligibility is specified in this way is because the messaging focuses specifically on sexual risk and not other risk behaviors such as injection drug use. For women already or attempting to get pregnant, the condom use messaging will not be as relevant or effective. Additionally, it is a *prevention* intervention and has sessions on getting tested and other activities specific to HIV- women. Finally, because the intervention was originally conducted in English, its efficacy is not yet proven for implementation with non-English speaking populations.

4. Show Slide # 14 and discuss FIO objectives.

#### **Trainer Script:**

FIO aims to have participants <u>recognize</u> their risks to HIV and STDs, make safer sex a <u>priority</u> in their lives, make a <u>commitment</u> to change risky behaviors, seek and <u>implement solutions</u> to reduce HIV and STD risk, and <u>maintain</u> safe behaviors over the long term.



#### FIO Overall Objectives

- Designed to have participants:
  - Recognize their susceptibility to HIV and STDs
  - Make safer sex a priority
  - Make a commitment to change risky behavior
  - Seek and implement solutions to reduce their HIV and STD risk
  - Maintain safe behaviors over the long term

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5. Show Slide # 15 and discuss FIO research outcomes.

# **Trainer Script:**

The intervention was initially tested among 360 women who were recruited from among the clients of a family planning clinic,

located in a community with a high prevalence of HIV and other STDs.



# FIO Research Outcomes

- Originally tested among 360 women recruited from a family planning clinic in a high HIV/STD prevalence area
- Found to be effective in reducing unprotected vaginal and anal intercourse in both the short-term (one month after the intervention) and long-term (12 months after the intervention)
- Women in the intervention also increased their use of <u>alternative protection strategies</u> – mutual testing with a partner, abstinence, outercourse, refusal of unsafe sex

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The intervention was found to be effective in reducing

unprotected vaginal and anal intercourse in both the short-term (one month after the intervention) and long-term (12 months after the intervention).

Besides condom use, women in the intervention also increased their use of alternative protection strategies. These included mutual testing with a partner, abstinence, "outercourse" (or non-insertive sex), and refusal of unsafe sex.



# Introduction to the Theories Guiding FIO

**Purpose:** Trainees will learn about the theoretical model that drives FIO

Time: 15 minutes

Materials: Slides #16-23

"Thanks" Chips

Trainers' Notes: Refer to Pages 10-12 of the Program Manager Guide for more information on this

model.

#### Procedure:

1. Introduce theories and elicit current knowledge of theoretical models from participants. Ensure participants understand that interventions based on behavior science theories are more likely to be effective.

# **Trainer Script:**

Now let's talk about theories.

Can someone tell me why we talk about behavioral science theories in intervention trainings?

Can someone tell me the name of a behavioral science theory that they know?

Let's take a minute to discuss theoretical bases for interventions in general, and then how they play out in FIO.

2. Show Slide #16 and introduce the concept of theoretical models that guide the content and techniques of an intervention.

# **Trainer Script:**

Now that I've told you something about FIO, I want to take a step back and introduce you to some more of the thinking behind the intervention. This information is for you as facilitators but is not necessary to share with participants when you are implementing FIO.



# **FIO Theoretical Models**

An intervention's theoretical models guide what should be included in the intervention by explaining

- What causes people to engage in risk behaviors
- What beliefs or skills need to be addressed for people to make behavioral changes
- · What techniques help people to change

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When we say that an intervention has a theoretical model or models, we are referring to theories that guide the intervention by helping to explain one or more of these things:

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What causes people to engage in risk behaviors,

What beliefs or skills need to be addressed in order for people to be able to make behavioral changes, and

What techniques can be used in an intervention to help people make behavioral changes.

3. Show Slide #17 and briefly introduce the theoretical models for FIO.

# **Trainer Script:**

FIO is guided by three theories. We'll go back and talk about each one a bit more, but first let me mention each.

First, is the Modified AIDS Risk Reduction Model or the M-ARRM, which is a cognitive-behavioral theory that explains what beliefs and behaviors need to be changed in order for women to reduce their sexual risk.



#### FIO Theoretical Models

- Modified AIDS Risk Reduction Model (M-ARRM) -Explains what causes women to engage in risk behaviors and what beliefs and skills need to be addressed to reduce women's sexual risk
- Gender Script Theory Shows how gender roles and expectations for relationships (or "gender scripts") influence women's and men's interactions, and how these can make women vulnerable to HIV/STDs
- Social Learning Theory Describes what tools and techniques in an intervention help people change their behaviors

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Second, is Gender Script Theory. This theory tells us how our expectations for how women and men should act in relationships (or, what is called "gender scripts") can make women vulnerable to HIV and STDs.

Finally, Social Learning Theory explains what techniques to use to help people change their behaviors.

Now let's look at each of these theories briefly.



Show Slide #18 and discuss the ARRM.

# **Trainer Script:**

The Modified AIDS Risk Reduction Model is based on the AIDS Risk Reduction Model, which you may have heard of from other interventions. The AIDS Risk Reduction Model says that people need to recognize that they are "at risk" of becoming infected by HIV or other STDs. They need to make a decision (or form an intention) to change, and then they need to actually make the changes by seeking and implementing solutions.



AIDS Risk Reduction Model (ARRM)

In order to change their behavior, people need to:

- Label themselves as "at risk" perceive they are <u>Susceptible</u>
- Form an <u>Intention</u> to change make a commitment to change risky behaviors
- Enact change seek and implement solutions

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The reason why the developers of FIO modified this theory was to make it very relevant to women and their relationships with men. This is where Gender Script Theory comes in, so let's take a look at that now.

5. Show Slide #19 and discuss how the ARRM was modified for women.

# **Trainer Script:**

Gender Script Theory tells us that our expectations for how women and men should act in relationships (or, what are called "gender scripts") can make women vulnerable to HIV and STDs. Gender scripts are cultural expectations or messages that we all learn growing up.

One example is "a woman should play 'hard to get' with a man."

Even when we might disagree with them, gender scripts often influence our behaviors.

Understanding women's gender scripts helped the developers modify the ARRM so that is was relevant to women's risk in their relationships with men.



# Modifying the ARRM to Make it Relevant to Women

- Gender scripts are cultural expectations or messages that we all learn growing up
- Even when we disagree with them, gender scripts often influence our behaviors



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6. Show Slides #20 and #21 to give examples of gender scripts.

# Trainer Script:

Here are some key "gender scripts" that make it difficult for women to be safe.

1. "A woman is nothing without a man."

This is the idea that if we don't have a boyfriend, a partner, a special guy, or a husband, we are not really worth very much as women. Think about movies, novels, TV shows, what our parents or grandparents say. Most of us grow up with this message in one way or another.

How does this relate to safer sex? If women have this message playing in the back of their minds, it will be harder for them to insist that their partner use a condom, to talk to their partners about past behaviors, and to refuse sex.

FIO challenges this idea by getting women to think about their sexual and relationship rights and recognizing that they can choose partners who care about their health.



- · Talk to their partners about past or current sexual or drug-use risk hehaviors

FIO challenges this idea by affirming women's sexual and relationship rights

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Women believe that loving, intimate relationships are safe relationships

- Women may mistakenly believe that by being monogamous themselves
- they are safe Women may be unaware of how their partners' behaviors place them at

FIO challenges this idea by demonstrating how the partners we love can also be risky and by showing how safer sex can be incorporated into these relationships

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2. Here's another gender script: "Loving, intimate relationships are safe relationships."

This is the idea that "If I love my partner and he loves me, he's not going to put me at risk." How many of us have ever thought that?

How does this relate to sexual risk?

One way is that women may be unable to acknowledge that there might be risk in their relationships.

They may think that if they themselves are monogamous, they are safe, and they may not want to address the fact that their partner's past or current behaviors might be putting them at risk.

A related idea is that condoms don't belong in these close relationships because condoms imply that "trust" and intimacy are not there.

FIO tries to help women understand that even the men we love can put us at risk and that condoms can be part of loving, intimate relationships.



7. Show Slide #22 and discuss women's barriers to safer sex.

## **Trainer Script:**

There are two other women-specific barriers to safer sex that the developers wanted to incorporate into FIO.

The first is that often women find it hard to think about safer sex because they have so many other issues going on in their lives. They may be caring for others, or dealing with basic life



Other Woman-Specific Barriers to Safer Sex

- Women may have many other life priorities
  - caregivers for others
- critical life challenges shelter, employment
   feel they do not have the time to take care of themselves
- Women may lack knowledge about ways to protect themselves or the skills to do so, including
  - Use male and female condoms

  - Use male and remale concorn.

    Talk to their partners and negotiate safe sex.

    Use alternative protection strategies such as abstinence, refusing unsafe sex, outercourse, mutual testing with a partner.

issues like getting a job or a place to live. When there are a lot of other things going on in our lives, we may place our own health on the back-burner.

Also, women often see having children as a major life goal which affects whether or not they seek to use protection.

Finally, its important to recognize that women may lack knowledge about ways to protect themselves or the specific skills they need, including how to use male and female condoms, how to talk to their partners and negotiate safer sex, and what other options they have to reduce their risk.

8. Show Slide #23 and discuss the M-ARRM. Refer to M-ARRM poster.

#### **Trainer Script:**

So, putting all of these issues together brings us back to the Modified AIDS Risk Reduction Model (the M-ARRM).

Take a look at the M-ARRM poster on the wall.

As you can see, the Objectives of FIO come directly from this model. Here are the components:



#### The M-ARRM

- usceptibility Labeling oneself as "at risk"

  Understand how their risk for HIV and other STDs is related to thei intimate, loving relationships with men rioritization Make safer sex a priority
- - by linking safer sex to long-term life goals and connecting "helping themselves" to helping others women in the group, family, and the wider community
- ntention -- Make a commitment to change risky behaviors by emphasizing women's sexual and relationship rights and the importance of sexual pleasure for women
- Enactment -- Seek and implement solutions to reduce risk by gaining the knowledge and skills to use a range of alternative risl reduction strategies (male and female condoms, refusal, abstinence, mutual ter
- · Maintenance Continue safe behaviors over the long term

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Labeling oneself as "at risk"—or recognizing that one is susceptible to HIV and other STDs, especially as a consequence of relationships with men.

FIO does this by having participants assess their own and their partner's risky behaviors. FIO helps participants to understand that the ways we, as women, have been taught to act and what we have been taught to expect in relationships with men and emphasizes that these ideas can be barriers to safer sex (just as we have been discussing now).

#### Prioritize safer sex

FIO helps women make safer sex a priority by linking actions they can take to protect themselves against HIV and STDs to their longer-term life goals. This helps to provide a rationale for making behavioral changes. FIO also relates self-protection to helping others protect themselves—women in the group, partners, friends, family and the wider community.



## Intention—making a commitment to change risky behaviors

FIO helps move participants towards intention to change through multiple routes. It affirms women's sexual and relationship rights and right to safer sex with pleasure. FIO teaches women that they have choices in how to protect themselves and it gives them tools for making good decisions in multiple areas including selecting partners who care about safer sex, deciding about getting tested, and deciding about other options to protect themselves.

#### Enactment—seeking and implementing solutions

Besides having an intention to change, people need to have the skills to change. Participants learn how to use male and female condoms, to negotiate with partners for male and female condom use, to ask partners to get tested, to refuse unprotected sex, and to maintain safer sex over the long-term through demonstration, role-plays, individual practice, co-teaching, getting and giving "Thanks" Chips, and goal setting. Between session goal setting reinforces the women's ability to take steps to protect themselves.

#### Maintenance of safer behaviors over the long term

No one is going to stick with safer sex if it's not fun. So, FIO provides women the opportunity to explore what they enjoy sexually, how to make safer sex erotic, and how to handle slips—an episode of having unprotected sex.

So from these examples, I think you can see how the Modified AIDS Risk Reduction Model is very relevant to women and to their relationships to men. Are there any questions?



# Social Learning Theory

**Purpose:** Trainees will learn how Social Learning Theory is used in the intervention.

Time: 5 minutes (- \( \sum\_{\text{-}} \)

Slides #24-26 "Thanks" Chips

# Procedure:

Materials:

1. Show Slides #24-25 and explain Social Learning Theory.

# **Trainer Script:**

As I said before, FIO also is based on the Social Learning Theory which emphasizes the importance of learning new skills in a supportive social setting. It states that people are enabled to change a behavior by engaging in activities that

- Alter old beliefs about the new behavior (e.g., if I refuse unsafe sex, my partner will see that I am serious about my health)
- Enable them to gain skills through watching someone model the behavior, practicing it, getting feedback, and teaching it to others
- Promote confidence that they can perform the new behavior (self-efficacy)
- Provide incentives and social support for change (adopting new behaviors)

Based on this theory, FIO includes interactive activities that encourage women to alter old beliefs (e.g., recognize how gender scripts guide their choices) and explore the benefits of new behaviors. FIO activities help women gain new skills and confidence to use these skills. As they observe facilitators model the skills, practice themselves, and teach them to others they become more confident in their ability to use the skills. This is why FIO includes demonstrations, role-plays, practice, teaching others, goal setting, "Thanks" Chips, and group encouragement.



# Social Learning Theory

People are enabled to change a behavior by engaging in activities that

- Alter old beliefs about the new behavior (e.g., if I refuse unsafe sex, my partner will see that I am serious about my health)
- Enable them to gain skills through watching someone model the behavior, practicing it, getting feedback, and teaching it to others
- Promote confidence that they can perform the new behavior (self-efficacy)
- Provide incentives and social support for change (adopting new behaviors)



# Social Learning Theory in FIO

- Demonstrations and modeling of new behaviors
- Role plays
- · Practicing new behaviors
- Teaching others
- Goal setting
- · "Thanks" chips

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2. Show slide #26 and discuss how FIO's "Thanks" Chips are related to Social Learning Theory.

# THE FUTURE IS OUTS "Thanks" Chips

- Used by the facilitator and participants to provide positive reinforcement to group members
- · Build self-esteem
- · Build group cohesion and social support

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#### **Trainer Script:**

You probably have noticed that we have been handing out these chips. In FIO they are called "Thanks" Chips. The use of "thanks" in behavioral interventions has been researched and validated as an effective method to provide positive reinforcement. Behaviors that are recognized and encouraged by others tend to increase in frequency. Those that are not reinforced

usually decrease in frequency. This process generally occurs without awareness.

Using "Thanks" Chips provide an incentive and also help to build individuals' self-esteem and the sense of group cohesion and social support.

Facilitators should use "thanks" frequently in each of the sessions to encourage positive affirmation of the participants.

In FIO, facilitators give each participant 20 "Thanks" Chips at the beginning of each session. When anyone says or does anything someone else likes or agrees with, finds encouraging, causes her to think, etc., she hands the person a "Thanks" Chip. "Thanks" Chips are not "turned in" at the end of the session for something of value. Simply receiving "thanks" or "props" from their peers and making others feel good about themselves leaves most participants at the end of the session with positive feelings about themselves.

The key to everyone using "Thanks" Chips rests with the facilitators' comfort with using them. If the facilitators take "thanks" seriously and use them at every opportunity to offer positive encouragement, the participants will also respect their value and will actively use them. Note that we recommend using "Thanks" Chips in every session to encourage all participants to give positive feedback to each other.

Remember to remind women not to take the "Thanks" Chips home with them at the end of the session.

3. Hand approximately 20 "Thanks" Chips to each trainee. Encourage trainees to begin using them.



# Cognitive Behavioral Intervention and Feeling Thermometer

Purpose: Trainees will learn how FIO is a Cognitive Behavioral Intervention. Trainees will learn

about the Feeling Thermometer.

Time: 10 minutes

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*Materials:* Slides #27-30

"Thanks" Chips Poster—M-ARRM

Poster—Feeling Thermometer

#### Procedure:

1. Show Slide #27 and briefly discuss cognitive behavioral interventions.

## **Trainer Script:**

Like many other interventions that you may have experience with, FIO is a cognitive behavioral intervention and the Modified AIDS Risk Reduction Model is a cognitive behavioral theory.

Besides emphasizing skills, cognitive behavioral interventions are based on the idea that our thoughts—rather than external things



## Cognitive Behavioral Intervention

The M-ARRM is a cognitive behavioral theory

- Based on the idea that our *thoughts* cause our feelings and behaviors rather than external things—like people, situations, and events.
- We can change the way we think to feel and act better even if the situation does not change.

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like people, situations and events—are what cause our feelings and behaviors. This means that we can change the way we think in order to feel and behave better, even if our situations do not change.

So, for example, if a woman believes that she has no options because her partner has previously refused to use a condom, she might feel like it's not worth trying to protect herself. FIO aims to help her understand her dilemma in a different way—by helping her alter certain beliefs and feelings and understand that she does have options and that she can change what she expects from her relationship.

## **Trainer Script:**

Another tool used in the intervention is called the Feeling Thermometer. This is a tool often used in cognitive behavioral interventions to link thoughts with feelings and behaviors.

In FIO the Feeling Thermometer is used to help participants be aware of their emotional states and to recognize situations that may be particularly stressful to them.



#### Feeling Thermometer

- A tool often used in cognitive behavioral interventions to link thoughts with feelings and behaviors.
- Used in FIO to help women be aware of their emotional states and to recognize situations that may be particularly stressful to them.

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# 50 FIO Training of Facilitators Guide



Show Slide #29.

# **Trainer Script:**

The Feeling Thermometer ranges from 0 to 100, with 100 representing the most discomfort: such as extreme anger, anxiety, nervousness, depression, etc.

Zero represents a total comfort. In this state, people are usually better able to perform the behaviors they aim to change.



#### Feeling Thermometer

The Feeling Thermometer ranges from 0 to 100.

- 100 represents the most extreme discomfort Extreme anger, anxiety, nervousness, depression, etc.
- 0 represents a total lack of discomfort.
- In situations with high readings, a woman is unlikely to have successful negotiation or discussion because emotion, not brain, is engaged.

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Women learn that in a situation where their Feeling Thermometer is really high, they are unlikely to have a successful negotiation or discussion because their emotions, not their brains, are engaged.

4. Show Slide #30.

# **Trainer Script:**

Being able to recognize and express her comfort level helps the participant become more conscious of her emotions. This awareness can help women begin to recognize how emotional states may lead her to behave in ways that may not have the best outcome. This is why FIO uses the Feeling Thermometer.

THE FUTURE IS OURS
Feeling Thermometer

- Tool to "check-in" on the emotional state of each participant
- People are often unaware of these states.
   Being able to recognize and express her comfort or distress level helps participant become more conscious of her emotions.
- This awareness can help women begin to recognize how emotional states may lead her to behave in ways that may not have the best

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At various points during FIO, facilitators ask participants where they are on the Feeling Thermometer. This is a way to "check-in" on the emotional state of each participant. Often, people are not even aware of these states.

5. Instruct participants to begin identifying feelings for specific scenarios.

#### **Trainer Script:**

Each person has his or her own Feeling Thermometer readings. No two people are the same. Let's get some Thermometer readings to illustrate this.

You get into work on a Monday morning and your boss immediately comes to you to tell you that they just got word that your program has been defunded.

Don't think about it too long.

Where are you on the Feeling Thermometer?



6. Obtain responses from everyone. Use "Thanks" Chips. Provide another scenario.

# **Trainer Script:**

You just arrived in Jamaica for a week's vacation and realized that you lost your passport.

Where are you on the Feeling Thermometer?

- 7. Obtain responses from everyone. Note the range in how trainees feel.
- 8. Instruct trainees to think of a situation where they feel 100—the most discomfort and ask for several volunteers to share their responses.
- 9. Instruct trainees to think of a situation where they feel 0—absolutely no discomfort and ask for several volunteers to share their experiences.
- 10. Instruct trainees to think of situations where they feel 75, 50, and 25 on the Feeling Thermometer.
- 11. Instruct participants to find a word that describes the emotions that went with each situation.

## **Trainer Script:**

What were some emotions that went with each of your situations? Emotions may include being angry, scared, happy, sad, or anxious.

What are some other emotions?

12. Inform trainees that they will use the Feeling Thermometer throughout FIO and also during the trainee practices.

## **Trainer Script:**

Throughout FIO participants are asked where they are on the Feeling Thermometer in order to help them link their feelings, emotions, and behaviors to specific situations.

We will be using the Feeling Thermometer during the practice sessions to see how comfortable you feel before and after the exercises. We suggest that you use the Feeling Thermometer yourselves when you practice facilitating as it can be a useful tool to determine whether you need to practice certain exercises more or obtain extra training on facilitation.



# Eight-Session Overview of FIO

Introduce trainees to the topics and issues covered in FIO. Purpose:

Time: 5 minutes

Materials: Slide #31

> "Thanks" Chips Poster-Session List

#### Procedure:

1. Show Slide #31 and review each of the session titles and provide a brief description of what each session focuses on. Refer

# **Trainer Script:**

FIO is a small-group, cognitive behavioral intervention that consists of eight two-hour interactive sessions. These sessions are facilitated by two women, with a least one matching the ethnic background of the majority of participants.



How Do I Avoid Partners Who Don't Care? Session 2: Session 3: What's the Best Way to Protect Myself? How Can I find Out If We Are Infected? Session 4: Session 5: How Do I Ask My Partner To Use Protection?

How Do I Influence My Partner to Use Protection? Session 6:

How Do I Refuse Sex or Unprotected Sex? Session 7: How Do I Continue Protecting MySelf and Others? Session 8:

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- Session One: Why should I care about getting STDs and HIV? In this session participants examine their personal risk for STDs and HIV and examine their personal values.
- Session Two: How do I avoid partners who don't care? In this session participants examine their partners' risk for STDs and HIV and practice checking-out potential partners to see if they would care about the woman's needs.

They also begin to talk about gender scripts and learn to identify some of the social and cultural expectations about relationships that can make it especially challenging for women to enact safer sex, especially with their main partners.

- Session Three: What is the best way to protect myself? In this session participants review methods for contraception and disease prevention and practice using male and female condoms. They learn which methods prevent pregnancy only and which prevent pregnancy and HIV/STDs.
- Session Four: How can I find out if we are infected? In this session participants learn about the potential impact of STDs and key facts on STD and HIV



testing, including mutual testing with a partner. Participants practice asking a partner to get tested.

Session Five: How do I ask my partner to use protection?

In this session participants learn about and practice asking a partner to use a male condom or accept the use of the female condom.

Participants discuss ways to deal with difficult partner reactions and learn about non-insertive sex or "outercourse."

Session Six: How do I influence my partner to use protection?

In this session participants learn about and practice ways to influence their partners.

They also identify ways to make condom use more erotic.

Session Seven: How do I refuse sex or unprotected sex?

In this session participants discuss abstinence as a possible alternative to unprotected sex.

They also learn and practice skills to refuse unprotected sex. Women also discuss how to recognize and deal with abusive situations.

Session Eight: How do I continue protecting myself and others?

The final session emphasizes how important it is for women to take responsibility for their own sexual pleasure. Women examine their own turn-ons and brainstorm ways to make sex more playful.

The session also discusses how to handle "slips"—or occasions of unprotected sex.

2. Explain that though there is not enough time to review each session in detail, the training will provide trainees with a comprehensive overview of the intervention.

# **Trainer Script:**

Trainers will model exercises from each session and trainees will be given opportunities to practice preselected exercises from each of the eight session in order to familiarize them with the intervention's content, the framework of the training and to practice group facilitation.





# Review of Core Elements and Key Characteristics

**Purpose:** Trainees will learn about the Core Elements and Key Characteristics responsible for

FIO's success.

Time: 15 minutes

Materials: Slides #32-44

"Thanks" Chips

Poster—Core Elements
Poster—Key Characteristics

Trainers' Notes: Core Elements are those components of the intervention that must be maintained with-

out alteration in order for the intervention to remain effective or to reach outcomes similar to those of the original research. The Core Elements are designed to emphasize specific components of the Modified AIDS Risk Reduction Model, which forms the basis for

the intervention.

The purpose of implementing an evidence-based intervention is to assure that agencies get the same results with populations that are similar to those with whom the intervention was tested.

When implementing an evidence-based intervention, an agency does <u>not</u> have to conduct outcome evaluation. If the intervention is implemented with fidelity to its Core Elements, an agency can expect similar results.

Key Characteristics are also features of an intervention. They are different from Core Elements in that they can be altered without affecting the outcome of the intervention.

After this section trainees may have many questions. If time permits, entertain discussion from the group.

#### Procedure:

1. Show Slide #32. Present the definition of Core Elements.



Refer to the Poster of Core Elements as you review the 8 Core Elements of FIO and show how they operationalize the Modified AIDS Risk Reduction Model.

## **Trainer Script:**

Core Elements are those components that are critical features of an intervention's intent and design and that are thought to be responsible for its efficacy and that consequently must be maintained without alteration to ensure program effectiveness.



#### Core Elements

Those components of an intervention that are

- Critical features of an intervention's intent and design
- Thought to be responsible for an intervention's effectiveness and that consequently must be maintained without alteration to ensure program effectiveness

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Core Elements are determined to be critical because they are related to the Behavioral Science Theory. In FIO they are linked to the behavioral sciences—you will notice that they sound similar to the M-ARRM.



3. Show Slide #33 and explain Core Element #1.



# **Trainer Script:**

This Core Element relates to susceptibility. One of the greatest challenges to seeing themselves at risk for HIV and other STDs is for women to understand how their relationships with men, even relationships that are trusting and committed, can place them at risk. Traditional roles and expectations for how women and men should act in intimate relationships make it difficult to raise is-



#### FIO Core Elements

#### Core Element #1:

Enable women to personalize their risk for HIV and other STDs and identify gender-related barriers to safer

FIO does this by:

- Sharing of personal stories about relationships
- Identifying traditional gender behaviors (or "gender scripts") in role plays
- Evaluating their own risk and the risk of their partners.

sues related to both partners' past and current sexual behaviors, and for women to insist that partners undertake behaviors to stay safe.

FIO enables women to personalize their risk for HIV and other STDs and indentify gender-related barriers to safer sex by sharing their personal stories about their relationships, identifying traditional gender behaviors through the use of Role-Plays, and by evaluating their own risk and the risk of their partners.

4. Show Slide #34 and explain Core Element #2.



# **Trainer Script:**

This Core Element relates to prioritization and intention to have safer sex. FIO encourages women to prioritize safer sex by linking actions taken to protect oneself against HIV and STDs to women's longer-term life goals and projects. This provides a rationale for making difficult behavioral changes. Relating self protection to helping others draws on altruistic values and builds cohesiveness within the group.



#### FIO Core Elements

#### Core Element #2:

Encourage women to prioritize safer sex

FIO does this by:

- Linking the need for protection to women's longer-term life goals
- Relating "helping themselves" to helping others protect themselves-women in the group, partners, friends, family, and the wider community.

Show Slide #35 and explain Core Element #3.



## **Trainer Script:**

This Core Element relates to susceptibility, intention, enactment and maintenance. Social and economic pressure to "have a partner" may hinder women from acknowledging that they have the right to relationships in which a partner respects them and their needs. Being able to ask partners to get tested for HIV and other STDs is an important part of determining whether a partner's past behaviors may put a woman at risk for disease.



#### FIO Core Elements

#### Core Element #3:

Reinforce women's sexual and relationship rights

FIO does this by:

- Teaching skills for selecting partners who care about safer sex through demonstration, practice, and role-plays
- Teaching skills for asking partners to get tested for HIV and other STDs
- Sharing of personal experiences about relationships
- Letter writing to partners
- Developing a Sexual Bill of Rights



FIO reinforces women's sexual and relationship rights by teaching skills for selecting partners who care about safer sex through demonstration, practice, and role-plays. It also teaches them skills for asking their partners to get tested for HIV and other STDs. This is also done by giving women the opportunity to share personal experiences about relationships, writing letters to partners, and developing Sexual Bill of Rights.

6. Show Slide #36 and explain Core Element #4.



## **Trainer Script:**

This Core Element relates to intention, enactment, and maintenance. Giving women permission to speak frankly about sex and affirming the importance of their own sexual pleasure empowers them to place value on what they want from sexual relationships. Research shows that neither men nor women like to use protection methods that decrease their sexual pleasure. Exploring ways to eroticize safer sex and to engage in sexual



# **FIO Core Elements**

Affirm a positive view of women's sexuality and safer sex FIO does this by:

- Modeling frank and non-judgmental discussion of the range
- Eliciting participants' preferences for sexual terminology
- Developing a Sexual Bill of Rights Doing a body-mapping exercise
- Role-play discussing sexual pleasure
- Brainstorming ways to eroticize safer sex and make sex more playfu

activity that does not entail intercourse broadens women's available choices for enjoyable, safe sexual encounters, reinforces the idea of choice, and increases the likelihood of long-term behavior change.

FIO affirms a positive view of women's sexuality and safer sex in a number of ways, including modeling frank and non-judgmental discussion of the range of sexual behaviors, eliciting participants' preferences, developing a Sexual Bill of Rights, doing a body-mapping exercise, role-playing discussions about sexual pleasure, and brainstorming ways to eroticize safer sex and making sex more playful.

7. Show Slide #37 and explain Core Element #5.



## **Trainer Script:**

This Core Element relates to intention, enactment, and maintenance. Making choices is a theme that runs throughout the intervention. Understanding that they have a range of options to protect themselves and that some of these are more under their control than male condoms helps women acknowledge their own ability and act to protect themselves. Some women also have limited knowledge about what options exist to prevent unintend-



#### FIO Core Elements

#### Core Element #5:

Emphasize that women have choices in how to protect themselves

FIO does this by:

- Presenting options for safer sex and help women consider which options will work for them and their partners. Options
  - Male and/or female condoms
  - Undertaking mutual HIV and STD testing with a mutually monographic
  - Engaging in non-penetrative sex (outercourse)

  - Remaining abstinent

ed pregnancy, disease, or both and that many methods that prevent pregnancy have no impact on disease prevention.

FIO presents options including male and female condoms, mutual testing with a monogamous partner, "outercourse," refusing unsafe sex, and abstinence.



8. Show Slide #38 and explain Core Element #6.



#### **Trainer Script:**

This Core Element relates to susceptibility, prioritization, and maintenance. Many women are unaware of the fact that most women and many men who are infected with an STD are asymptomatic—they have few, if any, signs or symptoms—that some STDs are relatively common, and that, untreated, they can cause additional problems, including infertility and risks for the fetus.



# FIO Core Elements

#### Core Element #6:

Provide accurate information about HIV/STD risk and testing

- STD effects if untreated
- Steps for Mutual Testing with a monogamous partner
- HIV/STD testing, emphasizing that testing only tells about the past, not about future risk
- Methods of contraception that also protect against disease and those that do not

Knowledge of what tests are available for HIV, and that any test can only tell about the past and does not prevent HIV or other STDs helps in decision-making about getting oneself tested, asking a partner to get tested, and getting tested together with a partner.

FIO gives women accurate information about HIV/STD risk and testing. Over the eight sessions they learn about STD effects if left untreated, the steps for Mutual Testing with a monogamous partner, HIV/ STD testing, emphasizing that testing only tells about the past, not about future risk, and methods of contraception that also protect against disease and those that do not.

9. Show Slide #39 and explain Core Element #7.



# **Trainer Script:**

This Core Element relates to enactment and maintenance. Besides having an intention to change, people need to have the skills to change. Social Learning Theory says that these skills can be taught and reinforced through describing the behavior, modeling it, gaining practice, teaching it to someone else, and getting and giving positive feedback for reinforcement of one's efforts. Making one's sexual relationships safer is not a one-time behavior. Often, the barriers to safer sex increase over time. Partners in long-term relationships may want to stop using condoms.



#### FIO Core Elements

Core Element #7: Build skills for safer sex

FIO does this by:

Demonstration, practice, role-plays, teaching others, and goal setting related to:

- Using male and female condoms
- Negotiating with partners for male and female condom use
- Negotiating with partners for mutual HIV/STD testing
- Maintaining safer sex over the long term

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FIO helps build these skills by demonstrations, practice, role-plays, teaching others and goal setting. Goals are related to using male and female condoms, negotiating with partners for male and female condom use, negotiating with partners for mutual HIV/STD testing, refusing unsafe sex, and maintaining safer sex over the long term.



10. Show Slide #40 and explain Core Element #8.



# **Trainer Script:**

This Core Element relates to enactment and maintenance. Since negative reactions and resistance to safer sex are expected from some men, women need to be prepared to deal with resistance and not to "cave" when men object to male or female condom use. Many women have already experienced abuse in their current or past relationships and may reasonably fear that raising issues related to testing or condom use could lead to abuse. All



#### FIO Core Elements

Core Element #8:

Teach women how to address negative reactions and resistance to safer sex, as well as to recognize and deal with relationship violence and other forms of

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women need to know the signs of abuse and what to do if they are in an abusive situation.

FIO teaches women how to address negative reactions and resistance to safer sex, as well as how to recognize and deal with relationship violence and other forms of abuse.

11. Show Slide #41 and define Key Characteristics. Refer to Key Characteristics poster.

## **Trainer Script:**

Key Characteristics are the crucial activities and delivery methods for FIO. These may be adapted for specific agency and population needs. Key Characteristics can be modified or adapted without lessening the effectiveness of the intervention, though one must be careful not to alter the Core Elements in this process.



# **Key Characteristics**

Key Characteristics are the crucial activities and delivery methods for FIO.

They are components of an intervention that can be modified or changed, but not eliminated.

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I'll go through them now and later we will talk about how they might be modified to fit the needs of a particular agency.

12. Show Slide #42 and read the target population.

# **Trainer Script:**

Some of the Key Characteristics relate to the FIO target population. As we discussed earlier today FIO is for young women, between 18-30 years old who are ethnically diverse, at-risk for HIV/STDs and having sex with men. Also, the target population is women living in communities where rates of HIV and STDs are high.



# FIO Key Characteristics

#### **Target Population:**

- 1. Young women (18-30 years)
- 2. Ethnically diverse women
- 3. At-risk women who have sex with men
- Women living in communities where rates of HIV and other STDs are high

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13. Show Slide #43 and read the structure and logistics.

# **Trainer Script:**

Other Key Characteristics relate to the structure and logistics of FIO.

- FIO brings together groups of eight to twelve women to build group cohesion and support.
- FIO sessions are conducted in an enclosed space that is conducive to confidentiality but large enough to allow the participants to move around.
- FIO conducts sessions once a week to allow women time to practice the material.



#### FIO Key Characteristics

#### Structure and Logistics:

- 5. Brings together groups of eight to twelve women to build group cohesion and support
- Conducting sessions in an enclosed space that is conducive to confidentiality, but large enough to allow the participants to move
- Conduct sessions once a week to allow women time to practice the material

14. Show Slide #44 and read the techniques and tools.

#### **Trainer Script:**

The last set of Key Characteristics deal with the techniques and tools FIO uses which include:

- Skill building through demonstrations, practice, discussions, and goal setting.
- Helping women change their thoughts through sharing personal experiences, letter writing, the Feeling Thermometer, and relaxation.
- Building cohesion through "Thanks" Chips as positive reinforcement.
- Stimulating discussion through the use of multi-cultural role-plays.

The following handout reviews these tools in further detail. It provides an overview of the purpose, procedures, relevant Core Elements and theory for each tool.

15. Handout "Introduction to The Future is Ours: Session Structure." Elicit questions and close this module.

# **Trainer Script:**

In this module I've presented quite a lot of the background material on FIO. It may seem somewhat abstract at this stage, but as we go forward and actually work with the intervention, I think that you will begin to see how the theories and the Core Elements of FIO come alive in the actual sessions and activities.

What questions do you have at this point?



# FIO Key Characteristics

#### Techniques and Tools:

- Use a variety of tools for skill-building including demonstration, practice, discussions, and goal setting Use a variety of techniques to help women change their thoughts including sharing of personal experiences, letter writing, the Feeling Thermometer and relaxation
- Build group cohesion through Thanks Chips which allow participants to get and give positive reinforcement
- 11. Use multi-cultural role-plays to stimulate discussion



BREAK-GIVE TRAINEES A 15-MINUTE BREAK

# Training Option:

If trainees are still unclear about the difference between Core Elements and Key Characteristics, you may use the "Chocolate-Chip Cookie Analogy" found below.

## **Trainer Script:**

A recipe for Grandma's chocolate-chip cookies lists the ingredients essential for making Grandma's chocolate-chip cookies. Those ingredients are the cookies' "Core Elements." If any ingredient is left out, substituted, or measured inaccurately, the resulting cookies would not taste like Grandma's chocolate-chip cookies. "Key Characteristics" are the way you prepare the cookies. They can be adapted to the kitchen and the cook. You can use a mixer or a spoon, bake in a gas or electric oven, and shape the dough into bite-sized or plate-sized pieces. If you live in Denver due to its high altitude, you would need to adapt the cooking time and temperature. In the end you would still produce Grandma's chocolate-chip cookies.





Module III: Facilitator Roles and Skills

# Exercise 1: FIO Facilitators' Skills

**Purpose:** Trainees will be familiarized with skills needed to be FIO facilitators.

Time: 10 minutes

Materials: Handout—Skills of Effective Facilitators

Slides # 45-51 "Thanks" Chips

**Trainers' Notes:** Trainers must emphasize that the success of the intervention is greatly influenced by the development and mastery of specific interpersonal and professional skills.

Many of the required facilitators' skills and techniques are introduced in a Bachelor's level education or a clinical paraprofessional certification program (e.g., psychology, social work, licensed chemical dependency counselor, Certified Health Education Specialist)

This exercise aims for the trainees to self-identify facilitator skills and characteristics that may require additional development.

#### Procedure:

Show Slide #45 and introduce the key skills of effective facilitators.

# **Trainer Script:**

So far this morning we have gone over a great deal of information about FIO.

While an understanding of FIO is essential to implement the intervention, the success of FIO is greatly influenced by the facilitators' development and mastery of specific interpersonal and professional skills.



 Success of FIO is greatly influenced by the development and mastery of specific interpersonal and professional skills

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Let's review some of the key skills to be an effective facilitator. Most of these are the same ones you need to be a good facilitator for any intervention.



2. Show Slide #46 and explain skills with examples.

# Trainer Script:

These skills include the ability to encourage discussion. For example, an effective facilitator uses open-ended questions like "How do you feel about that?" or "What are some other strategies?"

Also, facilitators should have the ability to make participants feel heard. They should use active or reflective listening. For

example, they might say something like "I hear you saying you're concerned about the amount of material. Is that right?" or in response to a participant saying something like "I think the woman in the story acted like a stupid child," they might say "so you're saying you see her behavior as immature."

3. Show Slide #47 and review.

#### **Trainer Script:**

Also, they should possess the ability to listen for the total meaning of something. This means responding to feelings by helping participants label their feelings, and using the "Feeling Thermometer" when appropriate.

Also, it is important to notice participants body language. You might say something like, "you look puzzled, Julie. What are you wondering about?"

Show Slide #48 and review.

#### Trainer Script:

They should also possess the ability to support everyone's contribution by engaging all participants.

They should display a non-judgmental attitude even when participants say something they don't necessarily agree with. They can let participants know that different people hold different values that are important to them.



#### Skills for Facilitators

- Ability to encourage discussion

  - Open-ended questions
     e.g., "How do you feel about that?" OR "What are some other strategies?"
- Ability to make participant feel heard
  - Active or reflective listening

    - Participant: "I think the woman in the story acted like a stupid child."
    - · Facilitator: "So you're saying you see her behavior as immature



## Skills for Facilitators

- Ability to listen for the total meaning
  - Respond to feelings
  - help participants label feelings
  - · use a "Feeling Thermometer"
  - Notice participant's body language
    - e.g., "You look puzzled, Julie. What are you wondering about?

# THE FUTURE IS OURS

#### Skills for Facilitators

- Ability to support everyone's contribution
- Engage all participants
- Display a non-judgmental attitude
- Let participants know that different people hold different values that are important to them
- Notice your body language
- Make eye contact, lean in direction of group
- Be congruent in words and body language
- Provide positive reinforcement
  - · Use "Thanks" Chips
  - e.g., "I liked the way you were assertive in the role play."

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Facilitators should also be aware of their own body language. It's important to make eye contact, lean in the direction of the group, and ensure that what is said is congruent with body language.

Finally, providing positive reinforcement is essential. Using "Thanks" Chips and saying things like "I liked the way you were assertive in that role-play" are some ways to do this.



5. Show Slide #49 and review.

## **Trainer Script:**

Facilitators should also be able to very clearly present the material. This means they must know the material well, keep the discussion both on track and on time, speak in an audible and clear voice, avoid jargon as well as sophisticated terminology, model the skills presented in the curriculum, and provide constructive feedback.



#### Skills for Facilitators

- · Ability to clearly present material
  - Know the material
  - Keep discussion on track and on time
  - Speak in an audible, clear voice
  - Avoid jargon and sophisticated terminology
  - Model skills in the curriculum
  - Provide constructive feedback

6. Show Slide #50 and review.

## **Trainer Script:**

Finally, they should possess the ability to build group cohesion. This can be accomplished by reinforcing everyone's contributions, maintaining respect among participants, helping group members relate their contributions to that of others—a facilitator might say, "I heard several of you say the same thing Jan just did" or "how many of you have wondered about the same thing?"—and coping with conflict when it arises. For example, a facilitator could say, "I noticed that several of you seemed upset by something that happened earlier. Let's clear this up. What can we do about this?"



#### Skills for Facilitators

- Ability to build group cohesion
  - Reinforce everyone's contributions Use of "Thanks" Chips
  - Maintain respect among participants
  - Help group members relate their contributions to that of
    - e.g., "I heard several of you say the same thing Jan just did" OR "How many of you have wondered about the same thing?"
  - Cope with conflict when it arises

     e.g., "I noticed that several of you seemed upset by something that happened earlier. Let's clear this up. What can we do about this?"

7. Show Slide #51 and introduce the exercise.

## **Trainer Script:**

Please take a look at Handout #3-1. Please read each of the skills and put a star next to the skills you want to work on to improve and put a check next to the ones that you already have or do well.



#### **Exercise: Self-Assessment of Facilitation Skills**

- Review Handout #3.1
- Put a star next to the skills you want to work on
- Put a check next to the ones you already have or do well

- 8. Check-in with trainees to make sure everyone has identified at least one skill that she would like to continue developing throughout her career.
- 9. Ask for one or two volunteers to identify the skills she wants to further develop.



#### Handout—Skills of Effective Facilitators

#### Ability to encourage discussion

Use open-ended questions

"How do you feel about that?"

"What are some other strategies?"

#### Ability to listen for the total meaning

Respond to feelings

Help participants label feelings

Use the "Feeling Thermometer"

Notice participant's body language

# Ability to make participant feel heard

Use active or reflective listening

"I hear you saying you're concerned about the amount of material. Is that right?"

PARTICIPANT: "I think the woman in the story acted

like a stupid child."

FACILITATOR: "So you're saying you see her behav-

ior as immature."

# Ability to clearly present material

Know the material

Keep discussion on track and on time

Speak in an audible, clear voice

Avoid jargon and sophisticated terminology

Model skills in the curriculum

## Ability to support everyone's contribution

Engage all participants

Display a non-judgmental attitude

Let participants know that different people hold different values that are important to them

Notice your body language

Make eye contact

Lean in direction of group

Be congruent in words and body language

Provide positive reinforcement

Use "Thanks" Chips

"I liked the way you were assertive in the roleplay."

## Ability to build group cohesion

Reinforce everyone's contributions

Use, and encourage participants' use, of "Thanks" Chips

Maintain respect among participants

Help group members relate their contributions to that of others

"I heard several of you say the same thing Jan just did."

"How many of you have wondered about the same thing?"

Cope with conflict when it arises

"I noticed that several of you seemed upset by Ana's statement. Let's clear this up. What can we do about this?"



# Exercise 2: Working with Challenging Participants

**Purpose:** Trainees will build skills to identify and manage challenging participants.

Time: 30 minutes

Materials: Handout--Suggestions for Working with Challenging Participants

Prepared Newsprint-Challenging Scenarios

Slide #52

Challenging Scenarios Cards

"Thanks" Chips

# **Trainer Script:**

In any group-level intervention, facilitators face obstacles or challenges that can affect the functioning of the intervention and group. This training is not meant to teach the full range of facilitation skills. Facilitation skills are key to the success of FIO; therefore, if you feel you need additional training, the Prevention Training Centers and the technical assistance providers have courses in group facilitation. Now, we will talk about some of the most common challenges facilitators might face.

#### Procedure:

- 1. Ask trainees to break into groups of four.
- Show Slide #52 and review Exercise instructions.
- 3. Hand out index cards containing the eight "Challenging Scenarios" to each group. Give trainees 10 minutes to brainstorm ways they might handle these challenging situations.
- 4. Have prepared eight separate sheets of newsprint with the following issues:
  - Participant discomfort with sexually explicit material
  - Poor literacy
  - Participant provides misinformation
  - Participant dominates discussion
  - Conflict between members
  - Participant emotional distress
  - Participant seeks personal relationship
  - Managing your own reactions to participant



Challenging Participants

•Brainstorm ways of handling the challenging issues presented on your scenario cards

•Report back to the group on your solutions

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- 5. Ask a volunteer to read the first "Difficult Scenario" Card. Solicit each group's ideas for dealing with that situation and write their responses on newsprint.
- 6. Continue to elicit responses for the other seven scenarios, writing the group's solutions on the appropriate newsprint.
- 7. Refer to Handout —Suggestions for Working with Challenging Participants which provides suggestions for working with challenging participants in general and provides ideas for addressing the specific issues examined in this exercise. Suggest that trainees might want to add some of the additional suggestions that were made by the group.
- 8. End the Module by highlighting the importance of strong facilitation skills to implement FIO successfully.

#### **Trainer Script:**

We have reviewed some skills that are essential to successfully implementing FIO. Since this intervention is curriculum-based, it requires both teaching and counseling skills. It is crucial that facilitators gain confidence with the curriculum. The two facilitators must take the time to meet together to coordinate their responsibilities—this is an important part of pre-implementation and ongoing implementation. Supervisors must also continuously assess facilitation skills and training needs and opportunities. The Technical Assistance Guide lists sources for additional training.



CHALLENGING SCENARIO CARD #1 CHALLENGING SCENARIO CARD #2 During an exercise where women are One woman in the group keeps avoiding asked to playfully experiment with sex participating in exercises that involve writing or reading. Today was the second toys, a woman becomes upset and anxious because of the sexual explicitness time she "forgot her glasses." of the exercise. CHALLENGING SCENARIO CARD #3 CHALLENGING SCENARIO CARD #4 A very insistent participant shares misin-A very emotional, distressed participant formation about HIV/STDs with the breaks down and reveals that her partner has hit her in the past. group. CHALLENGING SCENARIO CARD #5 CHALLENGING SCENARIO CARD #6 One participant constantly tries to domi-Two group members repeatedly get into nate the discussion. it with each other, creating conflict. CHALLENGING SCENARIO CARD #7 CHALLENGING SCENARIO CARD #8 A group member is interested in devel-For reasons you don't understand, oping a closer, personal relationship there's one group member that just irriwith you. tates you.



# Handout -Suggestions for Working With Challenging Participants

- Use the group rules to help keep participants from disrupting the group.
- Ignore inappropriate behavior, redirect participant toward appropriate behavior, and reward even the slightest movement toward appropriate behavior.
- Utilize "Thanks" Chips to try to control problem behaviors.
- Use group exercises to encourage participation in ways that may not come naturally to certain types of participants.
- If necessary, speak with challenging participants individually.

#### PARTICIPANT DISCOMFORT WITH SEXUALLY EXPLICIT MATERIAL

Ensure that there is a group rule about "right to pass (not participate)" or explicitly provide instructions that individuals do not have to participate if they do not want to.

Support the participant's rights to her own values. Give "Thanks" Chips when participant makes an effort, for example, were she to experiment with less explicit objects, such as scarves or lotion, during the eroticizing safer sex exercise.

#### POOR LITERACY

Most people with reading problems have developed some mechanism for coping with this, and "not having my glasses" often is a code word for literacy issues. Don't offer your reading glasses; a facilitator should offer to assist with reading or writing.

#### PARTICIPANT PROVIDES MISINFORMATION

Acknowledge their opinion, and allow others to express their concerns about the validity of the information without saying personally negative things about the misinformation giver. Use the curriculum to help you correct misinformation, without demoralizing the participant. Offer to provide supportive materials later. Avoid lengthy debate with "can we agree to disagree on this one?"

#### PARTICIPANT DOMINATES DISCUSSION

Make sure there is a group rule regarding monopolizing discussion. Establish early during the first session that there is a great deal of content to go through during each session within the allocated time and that you might need to cut participants off in order to keep on topic. Call on other participants and solicit their opinions. Use the "Parking Lot." Take the participant aside and ask for her help in encouraging others to participate.

#### **CONFLICT BETWEEN MEMBERS**

Make sure there is a rule about respecting other people's opinions. Use the rules to prevent them from making repeated negative comments about other participants' opinions or ideas. Emphasize points of agreement and give "Thanks" Chips for positive behavior. A facilitator may stay physically close in order to reinforce through her presence. Alternatively, ignore, redirect, and reward.



PARTICIPANT EMOTIONAL DISTRESS

Allow time for the woman to collect herself. Having the session run overtime a few minutes is less important than paying attention to the participant. Often, other participants provide "Thanks" Chips when very personal issues are disclosed. Acknowledge importance of her feelings. A co-facilitator can offer to talk with the woman separately, if she needs more time, or to meet with her after group. Following group, provide needed or requested referrals to appropriate resources.

#### PARTICIPANT SEEKS PERSONAL RELATIONSHIP

Some women attend groups to make friends and are lonely or needy. They may see you as a potential therapist. It is important not to blur roles. Set clear boundaries.

#### MANAGING YOUR OWN REACTIONS TO PARTICIPANTS

If and when you find yourself having a negative reaction to a participant, it clearly could affect the way you deal with that person in group. Positive feelings could affect your facilitation as well. Use the Feeling Thermometer to try to pinpoint what you're feeling and the thoughts behind it. Work with your co-facilitator to help you process this and to make sure your feelings don't influence the group.



### Exercise 3: Sexual Desensitization

**Purpose:** Trainees will gain comfort using vernacular sexual terms.

Time: 20 minutes

Materials: Slide #53

Blank Newsprint

Markers

Trainers' Notes: FIO requires open conversations about sex and sexuality. Facilitators need to be com-

fortable using the sexual terms used within their target populations. Being highly comfortable with all sexual terms helps convey that the group is an open and safe place to

discuss sex.

This activity familiarizes trainees with the wide range of words used by different ethnic groups and subcultures. The exercise brings home to trainees the importance of being constantly aware of the diversity of sexual vocabularies that exist and of being able to comfortably handle all sexual words. The activity causes a lot of nervous laughing and chatter but serves to make everyone more relaxed and creates an air of camaraderie among members of the group.

#### Procedure:

- 1. Prepare seven separate sheets of newsprint with headings of the following common sexual terms:
  - Anal sex
  - Intercourse
  - Orgasm
  - Masturbation
  - Penis
  - Vagina
  - Oral sex
- 2. Post the newsprint around the room and provide each trainee with a marker.
- 3. Discuss the need for FIO facilitators to be comfortable discussing sex and sexuality on the terms most comfortable for their clients or members of their target population.

#### **Trainer Script:**

FIO requires open conversations about sex and sexuality. When you deliver FIO you need to be comfortable using all types of sexual terms. This helps to convey to participants that the group is an open and safe place to discuss sex.



This activity helps familiarize you with the wide range of words used by different ethnic groups and subcultures. It is important to be constantly aware of the diversity of sexual vocabularies and be able to comfortably handle all sexual words.

- 4. Show Slide #53 for instructions for the exercise.
- 5. Instruct trainees to go to each of the posted newsprints and write the common or vernacular terms she knows beneath the common term (including terms specific to ethnic groups).
- 6. Make sure the trainees go to each of the posted newsprints.
- 7. Give trainees five minutes to complete this portion of the exercise.
- 8. Divide trainees equally among the newsprints. Tell trainees to stand in front of their assigned newsprint.
- 9. Instruct trainees that they will take turns reading the vernacular terms on the newsprints. Instruct one trainee from the Intercourse newsprint to begin.
- 10. Check participants' comfort levels, referring to the Feeling Thermometer.

**Trainer Script:** Thank you all for your openness in sharing your knowledge around these different sexual terms. The point of this exercise is that your comfort level with sexuality will set the tone for the participants in FIO.



**Exercise: Sexual Desensitization** 

- Go to each of the posted newsprints and write the common or vernacular terms you know beneath the common term (including terms specific to ethnic groups)
- Make sure you go to each of the posted newsprints

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# Exercise 4: Values Clarification—Sexual Issues

Purpose: Trainees will increase their awareness of their own values and beliefs about sexual be-

havior.

Trainees will be able to acknowledge that others may have different values and beliefs

about sexual behavior.

Trainees will understand how their own values and beliefs on sexuality might influence

how they deliver FIO.

Time: 20 minutes

Materials: Slide #54

Blank Newsprint

Markers

#### Procedure:

1. Trainer prepares three newsprints labeled "Agree," "Disagree," and "Neutral." Place the "Agree" and "Disagree" newsprints on opposite sides of the room. Place the "Neutral" newsprint in the middle.

2. Show Slide #54 and explain Exercise 4.

### **Trainer Script:**

We are going to further explore our attitudes toward sexuality in the next exercise. I am going to read a number of statements out loud. One side of the room is designated "Agree" and the other side is "Disagree," and in the middle is "Neutral" or "Neither Agree nor Disagree."



**Exercise: Values Clarification** 

After each statement, move to the part of the room along the "Agree" – "Disagree" continuum that represents how you feel about the statement

After each statement, please move to the part of the room along the Agree—Disagree continuum that represents how you feel about the statement.

Then I will ask someone who agrees and someone who disagrees to give their reasons.

You will have the opportunity to change your position if you want. Then, we'll discuss why understanding your own beliefs about each statement is important for being a good facilitator.



- 3. Trainer stands outside these areas, selects six of the enclosed statements (in bold type). The statements are grouped into three categories—those that elicit ideas and attitudes related to (1) who is responsible for safer sex, (2) judgmental attitudes toward sex, and (3) traditional gender norms. Make sure to include at least one from each category.
- 4. Trainer reads one statement at a time. Trainees move to the area of the room that represents their feelings about the statement.
- 5. Trainer asks one person from the Agree and one from the Disagree sides to explain their stance. Provide each person with one minute to provide their explanation. Ask for Feeling Thermometer readings from the two trainees who provided the explanations. Trainees have the opportunity to move to a new position if they wish.
- 6. After all statements are read, facilitator debriefs with trainees about the meanings of the statements and their responses. Clarify the issues the statements are intended to capture by reviewing the "underlying beliefs" that follow the bolded statements on the following page.

What are some of your observations of this exercise?

During this exercise we have seen how each of us can have widely divergent beliefs and values related to sexuality and sexual behaviors.

How did you feel when someone with the opposite beliefs from you presented their stances? What did you feel in your body as you listened to her? Did your breathing change? How? Did your body want to move as you listened to her? How?

How might these bodily reactions be communicated to others?

We communicate both directly—through the words we say, and indirectly—through our body language. If we are feeling uncomfortable with what someone is saying, we might move away from her, cross our arms, roll our eyes, or sigh. When facilitating FIO, we might find ourselves giving more "Thanks" Chips to those participants we agree with.

Participants in FIO will also have differing values. FIO is designed to provide women a non-judgmental place to discuss sexuality and their choices. The philosophy behind FIO is sex positive. We aim to empower women to make their own choices that fit their own beliefs and values. In order to successfully create this environment, we as facilitators must be aware how our own beliefs and values might be communicated to others. Then, use this awareness to improve how you relate to the participants and present the material.

Here's one example of how you can do this. Take your own Feeling Thermometer readings throughout the session you are facilitating. Don't share these readings but make a mental note of your comfort level and your physical state. Then, discuss these readings with your co-facilitator. Discuss how your comfort level might have impacted your ability to be an effective facilitator.

Does anyone else have another suggestion for managing how your personal beliefs and values impact your delivery of FIO?



### Statements and Underlying Beliefs to Discuss.

Facilitator: Choose six of the following bold statements to read aloud. Below each statement is the underlying belief/value being assessed in brackets and also a follow-up probe if you choose to use it. Choose a few bold statements from each value set.

Two people should be in a committed relationship before engaging in sex.

[Judgmental attitudes toward sex: Beliefs and values around casual sex vs. sex in a committed relationship.]

What is a committed relationship?

If you aren't ready to use contraception you aren't ready to have sex.

[Responsibility for safer sex: Beliefs and values around decision-making regarding having sex.]

What are the reasons why people don't always think rationally about sexual decisions?

Any sexual behavior between two consenting adults is OK.

[Judgmental attitudes toward sex: What are "right" and "wrong" sexual behaviors for individuals?]

What is the meaning of consent?

There are always alternatives to sex work.

[Judgmental attitudes toward sex: Beliefs and values around decision-making regarding having sex.]

What are the reasons people may feel they have no alternatives?

It is inconsiderate to leave a man sexually unsatisfied after he has been turned on.

[Judgmental attitudes about sex: Belief it is wrong to start a sexual encounter without finishing it. Traditional gender norms: Belief that women are obligated to provide sexual satisfaction.]

Women in abusive relationships should leave immediately.

[Judgmental attitudes about sex: Belief that abused women have no other considerations when making this decision.]

Why might a woman stay?



It is the responsibility of the partner infected with an STD to ensure that safer sex is practiced.

[Responsibility for safer sex: Beliefs about who is responsible for safer sex.]

· Contraception is a woman's responsibility.

[Responsibility for safer sex: Traditional gender norms: Beliefs about who is responsible for pregnancy prevention.]

It is a man's right whether to use a male condom or not.

[Responsibility for safer sex and traditional gender norms.]

Would you change your mind if the statements was "It is a woman's right whether or not to use a condom?"

You have a right to know if someone you live with is HIV positive.

[Responsibility for safer sex: Belief that it is your right to know your risk.]

What about the rights of the HIV positive not to disclose?

Most men will do anything for sex.

[Traditional gender norms: Stereotypes about men's attitudes about health and sexuality.]

A point about FIO and men—FIO is not about male-bashing. It is important to be positive about men—we're trying to reach women who are in relationships with them, after all.

Most men don't care about their own health and safety.

[Traditional gender norms: Stereotypes about men's attitudes about health and sexuality.]

We previously discussed gender scripts for women, but remember that men have gender scripts too.

#### LUNCH—GIVE TRAINEES A ONE HOUR BREAK

#### Trainers' Notes:

During lunch, trainers should make sure that all materials and equipment are set up.

Trainers should also use this time to assign partners and match them with the sessions that they will practice facilitating for the rest of the week. Participants from the same agency should be partnered so they are given the opportunity to "rehearse" with one another in a safe environment. Using the chart on Page 79, assign participants to a specific session or sessions. Sessions should be assigned based upon the difficulty of sessions, background with FIO, experience conducting other manualized interventions, and role in FIO implementation (facilitators, program managers, etc.).



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# Module IV: Facilitation

## Trainers' Notes:

The demonstration and performance of sessions should be arranged so they show the sessions as realistically as possible. Actual time allocated for each exercise should be adhered to in order for trainees to see the time constraints and to keep the sessions on track.

Trainers will demonstrate most of Session One of FIO during Day 1. Sessions Two through Eight will be delivered through demonstrations and practice exercises by trainees on Days 2 through 5. Use the chart below to assign trainees to specific sessions. This will help keep track of which trainees are practicing which sessions throughout the training. If desired, this can be put on a newsprint and posted on the wall for the duration of the training.

Practice Exercises:	Assigned Trainees:	
Session Two, Exercise 3		
Session Three, Exercise 4		
Session Four, Exercise 4		
Session Five, Exercise 3		
Session Five, Exercise 4		
Session Five, Exercise 5		
Session Five, Exercise 6		
Session Six, Exercise 3		
Session Six, Exercise 4		
Session Seven, Exercise 2		
Session Seven, Exercise 3		
Session Seven, Exercise 4		
Session Eight, Exercise 6		





# Session One: Why Should I Care About Getting STDs & HIV?

#### Introduction

Trainees will become familiar with the objectives, rationale, and format of Session One. Purpose:

Time: 10 minutes

Facilitator Guide Materials:

Slides #55-56

Poster—Feeling Thermometer

"Thanks" Chips

Trainers' Notes: Before demonstrating facilitation of Session One, trainers should lead trainees through

the Facilitator Guide, Participant Workbook and other relevant materials to provide an overview of the Session. The trainers should briefly outline the rationale and objectives of Session One, the relevance of this session to the Core Elements, and the ideal time

frame for its facilitation.

#### Procedure:

- Explain that you will now introduce FIO Session One.
- 2. Instruct trainees to open their Facilitator Guide to Page 33, the beginning of Session One. Stress that this part of the Facilitator Guide is not to be read to the participants. This information is to help facilitators understand the purpose and intent of the session.
- 3. Show Slides #55 and #56 and review Session One objectives.

#### **Trainer Script:**

After completing this session, participants will be able to:

- Explain that the purpose of FIO is to learn how to protect themselves, their children, their future children, and others in their communities from HIV.
- Recognize that protecting oneself from sexually transmitted their relationships with men.
- diseases, including HIV, involves women making choices in



- protect their children, future children, and others in their communities
- Recognize that protecting oneself against sexually transmitted diseases, including HIV, involves women making choices in their relationships with men
- Increase their sense of personal vulnerability to becoming infected to HIV and other STDs

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Increase their sense of personal vulnerability to becoming infected to HIV and other STDs.



- Explain why women deny the risk of STDs/HIV and do not take action to protect themselves.
- Identify their personal values and long-term goals and explain how they may help or hinder their ability to protect themselves in relationships.
- Demonstrate how to assist another woman in assessing her risks



#### Session 1 Objectives (cont.)

After completing this session, participants will be able to:

- Explain why women deny the risk of STDs/HIV and do not take action to protect themselves
- Identify their personal values and long-term goals and explain how they may help or hinder their ability to protect themselves in their relationships
- Demonstrate how to assist another woman in assessing her risks

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4. Review the session rationale.

### **Trainer Script:**

This first session focuses on partners and the meaning of relationships in the context of women's lives. Women will explore their current and past relationships and their values, which can affect their ability to implement protection strategies with their partners. The session also introduces the idea that women have choices, and choices have consequences.

In addition to a focus on protecting themselves and their partners, the session explores the idea of protecting the women's present and future children, friends, and communities. Practice sessions include helping a friend in the community. Throughout Session One there is an attempt to appeal to altruism and personal values and goals for the future.

Taking into account the different types of relationships women have, practice activities explore new, casual, and steady relationships. The focus is on strengthening relationships rather than threatening them. Women's choices are emphasized.

Basic facts about STDs, HIV, and AIDS are also presented. Myths about transmission are corrected so that each participant has a basic knowledge base.

Many women do not perceive that they are at risk for infection. This first session examines the ways in which women minimize or deny their perception of risk. Material is covered in a way to minimize anxiety or denial. Hopefully, this exploration will allow some women to change their perceptions of risk.

For the workshop to be successful, specific behaviors must be targeted and worked on. Therefore, in the first session those behaviors are identified through completion of a Personal Risk Form.

- 5. Refer to the Facilitator Guide on Page 35 for Activity List. This information provides facilitators an overview of the session's activities and the time allocated to each.
- Refer to the Facilitator Guide on the next page for a list of the materials needed to conduct this session.



7. Refer to the Facilitator Guide on Page 34 for information on the manual's formatting and icons. Instruct trainees to go to the first Exercise to see the formatting and icons being used.

### **Trainer Script:**

FIO is a scripted intervention. All the text you see within the Exercises that are in normal type are to be read. You may use your own words as you get comfortable with the material but the same information must be conveyed.

There are also text boxes with text in all caps. This provides the facilitator with instructions on what to do.

There are also icons used throughout the Facilitator Guide which serve as prompts for guidance and instruction.

Finally, at the beginning of each session space is provided to allow you to write notes. You might want to include reminders, key points to discuss, or other aids or notations that would help you prepare.

8. Ask the trainees what questions they have about Session One overall.



# Session One, Exercise 1: Who Are We and What is FIO All About?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercises 1 of Session One.

Time: 5 minutes

Materials: Facilitator Guide

Prepared Newsprint —Intervention Goals Participant Workbook—FIO Sessions

Trainers' Notes: Be sure to point to materials referenced throughout the walk-through.

#### Procedure:

1. Request that trainees open their Facilitator Guide to Page 38, the first page of Exercise 1 of Session One.

2. Conduct a Walk-Through of Exercise 1.

### **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 1. The bold text next to the trophy icon provides you with information on the goals and tools used within the exercise. This is just information for you as a facilitator and is not to be read to the participants. Here we see the main points of Exercise 1:

The purpose of this exercise is to introduce the participants and to explain what the workshop will be covering. The collective development of group rules builds group cohesion. Women's future goals are explored to help illustrate what an STD or HIV might do to their plans.

Each session of FIO begins the same way, with participant introductions.

Positive Introductions: The beginning of every session begins with women introducing themselves along with a positive aspect of themselves. This is designed to improve self-esteem. Facilitators can change the Positive Introduction go-around; however, they must make sure they use something similar to what is discussed in that session. The go-round acts as a psychological primer to the main point of the session. Facilitators should participate in the go-round, but be very selective in disclosing (e.g., you may want to only disclose something neutral and/or not too revealing).



Since this is the first session, the first exercise devotes time to developing group rules, introducing FIO's goals and the session outline, and providing a very brief overview of STDs and HIV.

Remember that participants might be a bit tense as they meet each other and begin to discuss personal issues. Facilitators must create a non-threatening, relaxed and enjoyable atmosphere to help the women get comfortable and increase their desire to return.

- 3. Ask the trainees what questions they have.
- 4. Emphasize how the trainers will demonstrate the first exercise later in the week.



# Session One, Exercise 2: How Does FIO Operate?

# Walk-Through

**Purpose:** Trainees will become familiar with Exercises 2 of Session One.

Time: 5 minutes (-)

Materials: Facilitator Guide

Lottery Tickets Lottery Prize

Bag for Lottery Tickets

"Thanks" Chips

**Trainers' Notes:** Be sure to point to the Feeling Thermometer on the wall and to hold up "Thanks" Chips and the lottery materials as you speak of them.

# Procedure:

1. Request that trainees open their Facilitator Guide to Page 45, the first page of Exercise 2 of Session One.

# **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 2. Again, the bold text next to the trophy icon provides you with information on the goals and tools used in this exercise.

Here we see the main points of Exercise 2: How Does FIO Operate?

This exercise is designed to build group trust and comfort. The facilitators present administrative details about FIO including:

- when the sessions meet
- length of each session
- who can come to the sessions
- how long the entire FIO lasts
- · when refreshments are provided
- where restrooms are located and other comfort information such as smoke areas
- how participants will evaluate FIO
- need to call facilitators if the participant cannot attend a particular session



- how a session will be cancelled if too few participants attend
- participants can miss no more than one session to receive a certificate
- other administrative details (childcare, transportation, stipends, etc.)

Women learn about the main tools used in FIO including "Thanks" Chips and the Feeling Thermometer. The Feeling Thermometer is introduced as a tool to help participants be aware of their emotional states and to recognize situations that may be particularly stressful to them. Giving appreciation to each other is emphasized through the use of "Thanks" Chips.

Participants are encouraged to use the language they are most comfortable with, including explicit or slang words for sexual acts and anatomy.

Finally, the lottery system is explained and conducted. Facilitators need to provide a prize to the person with the winning lottery ticket. Incorporate small fun items that would be useful to your target population. This can include items such as shampoo, lotions, mirrors, hair brushes, or even sex aides and toys such as lubricant, condoms, and vibrators. Moving forward, the lottery should be conducted at the beginning of each session in order to encourage women to attend each session and arrive on time.

- 2. Ask trainees what questions they have. Answer questions and clarify points, as needed.
- 3. Remind trainees that their FIO Intervention Packages contain the material they need to prepare for and conduct the session.



# Session One, Exercises 3-8

#### **Trainer Demonstration**

**Purpose:** Trainees will observe the content and facilitation skills needed to implement Session

One.

Time: 110 minutes

Materials: Program Manager Guide

Pad of Newsprint and Easel

Markers Masking Tape

Nametags (1 per participant)

"Thanks" Chips

Priority Cards (1 set per participant)
Blank Index Cards (3 per participant)
Pens/Pencils (1 per participant)

Paper

Prepared Newsprint—Questions on Relationships and Sex Prepared Newsprint—Giving a Good HIV Prevention Message

Prepared Newsprint-Session One Main Points

Participant Feedback Form

Participant Workbook—Personal Risk Form
Participant Workbook—Self-Test on STDs and HIV
Participant Workbook—Self-Test Answer Key

Participant Workbook—Giving a Good HIV Prevention Message

Scripted Role-Play: "The Meeting"

**Trainers' Notes:** Trainers <u>must</u> maintain the time limits for each exercise. The entire time for the Ses-

sion One demonstration should not exceed 110 minutes. Trainers should only entertain participant-related questions about the exercises; separate time (10 minutes) is allotted following demonstration of the session to address questions raised by trainees. Facilitator-related, logistical questions should be held off until Day 2 of the TOF. Encourage trainees to ask their questions after the demonstration or to write their questions on the "Parking Lot" to be addressed in Day 2.

All trainees should participate in the demonstration, acting as participants.

Trainers are the role model for how the trainees will practice and deliver these sessions. It is essential that the trainers demonstrate facilitation skills that are needed to successfully conduct FIO.



#### Procedure:

1. Explain the logistics for demonstrated exercises.

### **Trainer Script:**

You will see some of the FIO exercises demonstrated by us during this training. While we demonstrate, you will act as participants. This means you will pretend to be an 18-30 year-old woman who has sex with men.

The reason we ask you to act as participants is so that you can participate in the activities in a way that is not personal. It allows you to understand and analyze the activities from the client's perspective.

2. Distribute nametags to each trainee and ask them to write their real names on one side and a fake participant name on the other side.

## **Trainer Script:**

Please select a name for your fake participant persona. This is the participant name you will use throughout the training as you pretend to be a member of the target population. You may choose to think of a client who fits the target population to get into the mind set of a potential FIO participant.

Write your real name on one side of the nametag and your fake participant name on the other side. When you are a participant, you will use the fake name written on the other side of your nametag. We will remind you to flip your nametag when we'd like you to play the role of a participant and ask you to move into the participant circle. This will help us get into our roles.

3. Explain the rules for acting as a participant during exercises and that when in character they should always bring their Participant Workbook to the circle.

## **Trainer Script:**

When you are in role as a fake participant please concentrate on the intervention and the learning skills, not on revealing strong emotions or becoming a challenging or extremely talkative participant. The point of acting as a participant is to better understand the curriculum, so acting as one of your more disrupting clients will interfere with our ability to get through all the sessions clearly.

Finally, when in character please remember to always bring your Participant Workbook to the circle.



When you are in role as a fake participant you may not "stop-the-action" to ask a question. Instead, feel free to jot down your questions in your notes to remind you, or post them on the "Parking Lot" newsprint. We will have time after each session to discuss the implementation questions that arise.

4. Explain that trainees may not "stop-the-action" to ask implementation questions.

#### **Trainer Script:**

We have allowed 110 minutes to conduct this demonstration. This is the actual time you will have allocated to conduct these exercises so we will be seeing how to complete each of the exercises within the time constraints. We will not be taking a break once we start the demonstration.

We are now switching modes and beginning the demonstration of Session One. Please move to the participant circle, bring your Participant Workbook, and flip your nametag so that your fake participant name is showing. Again, we will not have time to interrupt the demonstration to ask implementation questions. We will address any of these questions at the end of the demonstration and during Day 2 of this training.

Starting tomorrow, you will be facilitating parts of the other FIO sessions. Later today, we will assign partners, provide you with specific session assignments, and give you time to prepare for your facilitation.

Now, let's get started.

- 5. Ask all trainees to move to the participant circle, and flip their nametags so their fake participant name is showing.
- 6. Begin the demonstration.
- 7. Follow the Facilitator Guide for Exercises 3-8 of Session One, Pages 51-74.
- 8. Once completed, have trainees flip their nametags back to their real names and move outside of the participant circle.

**BREAK—GIVE TRAINEES A 15-MINUTE BREAK** 



# Session One: Questions and Discussion

Trainees will have an opportunity to review Session One and ask questions. Purpose:

10 minutes Time:

Core Elements: #1 and #2



### Procedure:

1. Ask trainees about their experience being participants of the session.

## **Trainer Script:**

Now let's talk about Session One as a whole.

What do you think the main lessons from Session One were?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session One with your participants?

2. Review main FIO activities that are included in Session One.

#### **Trainer Script:**

There are several activities conducted in Session One. Let's take a second to discuss each one.

Scripted Role-Plays are included in Session One of FIO. These are designed to elicit main points related to the learned material. Discussion questions are provided in the Facilitator Guide to help you elicit the main points of the scripted role-plays. If the participants do not come up with the main points on their own, tell them. Correct any misconceptions.

Unscripted Role-Plays are designed to practice skills presented in the session. To process these roleplays, the facilitators should ask the individual who was in the role practicing the skills: "What did you like about what you did?" "What would you have done differently?" The facilitator should then ask the other person in the role-play: "What did you like about what she did?" "What would you have done differently if you were in the role?" Observers should monitor how the volunteers implemented the skills using these two processing questions.

Be aware that some women will volunteer often to be in a role-play. Try to ensure that each group member gets to practice taught skills in a role-play at least once.



 When discussing role-plays, facilitators should avoid the tendency to prolong the discussion or overprocess it. There are processing questions in the Facilitator Guide after every role-play. These are general questions intended to generate discussion. If a woman has already made one of the points raised in the processing questions, the facilitator need not ask the question.

**Participant Workbook:** Each participant should be given a Participant Workbook at the beginning of Session One. You will need to decide whether you want to collect the workbooks at the end of each session or have participants take the workbooks home with them. In this case, you should plan on having extra copies available each session in case participants did not bring their workbooks with them to the session.

- 3. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this Session.
- 4. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #1: Enable women to personalize their risk for HIV and other STDs and identify gender-related barriers to safer sex. In Session One women assess their own risk of STD and HIV.



Core Element #2: Encourage women to prioritize safer sex. In this session women link staying healthy to their values and long-term goals. This session also relates self protection to helping others protect themselves—women in the group, partners, friends, family, and the wider community.

5. Review main points of FIO facilitation.

#### **Trainer Script:**

Facilitators should know the exercises beforehand. This means they should understand the purpose and the goals of the entire session as well those for each exercise.

Notice that we had all of the newsprints written-up beforehand. All materials and newsprints should be prepared ahead of time.

Every group session requires two facilitators. The same pair of facilitators should run every session of the FIO cycle.

Facilitators should be very familiar with all the materials.

Remember, use "Thanks" Chips liberally. This is a tool that only works if facilitators buy into it and are consistent with its use.

Use the Feeling Thermometer liberally. Remember how Cognitive Behavioral Interventions utilize this tool. The more you use it, the more the women will understand the link between feelings, thoughts and ac-



tions, and the more they'll learn how to manage their feelings.

Finally, facilitators need to decide who will lead the group during each exercise. You will notice that each session is neatly divided into exercises. Facilitators should trade off leading the exercises so that each co-facilitator leads every other exercise.

Because Exercise 1 is generally only an introduction and review, we usually lump Exercises 1 and 2 together. So if I start, I will do Exercises 1 and 2, my co-facilitator will do 3, I will do 4, she will do 5.

As the co-facilitator you want to be familiar with what your co-facilitator is doing in order to assist her and to help manage group dynamics. This could mean handing out "Thanks" Chips, standing next to participants who are being disruptive, and writing on newsprint.

6. Ask the trainees what questions they have about Session One. Remind trainees that there is also time on Day 2 to address questions about Day 1. Encourage trainees to write their questions on the "Parking Lot."



# **Trainee Practice Preparation**

**Purpose:** Trainees will build their confidence and skills to facilitate FIO.

Time: 65 minutes

*Materials:* Paper version of trainee notes (highlighted)

Prepared Newsprint—Assigned trainees for practice exercises

**Trainers' Notes:** Prepare the trainee assignments in advance. When determining partner assignments

for practice, try to gauge or assess each individual's comfort and facilitation skill-level. Pair higher skilled trainees with lower skilled trainees to avoid high anxiety and frustration. However, it is important that each trainee be assigned at least two practice exercises in order to familiarize themselves with the content and practice their facilitation and

group management skills.

#### Procedure:

1. Explain the format of demonstrations and practices moving forward.

### **Trainer Script:**

You have seen us demonstrate the facilitation of most of Session One of FIO. You will also be practicing the facilitation of some exercises. We will assign you specific exercises to facilitate for the other trainees during the next four days. While you practice, the rest of the group will act as participants and you will do the same for them.

We will give you time to prepare for these practice exercises today and tomorrow. You should take time today to familiarize yourself with your assigned exercises and to meet with your co-facilitator to determine your roles. Everyone is expected to facilitate—this is the way you will learn the skills you will need to successfully implement FIO.

We chose the exercises that are the most challenging or are the most central to the Session's purpose to demonstrate or practice, but we will not have time to do every exercise. For those we omit, we will be conducting a walk-through where we discuss the purpose and facilitation tips of the exercise.

2. Emphasize that successful implementation of FIO requires sufficient practice—facilitating all exercises of each session.



You will get a good taste of facilitating FIO through these practice exercises but more practice will be required before you are ready to implement FIO on your own.

Before you begin the actual implementation of FIO with participants, we strongly advise you to practice at your agency each exercise of every session with your colleagues to build your skills to deliver this intervention.

3. Refer trainees to Session Two in the Facilitator Guide on Page 103 and explain what they will need to know.

#### **Trainer Script:**

As you see, in the curriculum you have a script to follow. It is important for you to follow the script for the intervention to be effective, but feel free to put the script in your own words. If the curriculum uses three sentences to communicate a point, you also should try to express it in three sentences. This is basically a guideline for the session. You need to cover the key concepts. Some things may be hard to put into your own words or you may find that it is said in the curriculum as best as it could be said. In those cases, you can use the words in the curriculum.

First, make sure you understand the goals and objectives of the entire session. These are listed on the first page of your copy. Read these over and make sure you understand them—feel free to ask us any questions or check for clarification if things seem unclear.

Second, you must understand the objectives of each exercise and how to conduct it. Make sure you understand what the women are supposed to get out of the exercise (the exercise's main point or objective) and how this fits into the bigger session picture. There is an introduction to each exercise that explains its purpose or objectives. To get an overview of the entire session, review the Session Agenda, which provides you with each exercise's main activities and allotted time.

Third, facilitators need to decide who will lead each section of the exercise. Typically, there are a number of different activities conducted within one exercise. Each facilitator should take the lead an equal amount of time within the exercise. Notice, this doesn't mean you are asleep while your facilitator is "on." As the co-facilitator you want to be familiar with what your co-facilitator is doing in order to assist her (by passing out handouts, writing on newsprint, etc.). As part of your preparation, you should anticipate the transition process between facilitators and plan ways to ensure that the transition feels natural.

How do you manage to follow the curriculum? Well, obviously you don't want to have a huge manual in your lap. People generally use one of two methods: notes or outlines.

4. Show a copy of the paper version notes.



- 5. Explain how to outline a session and display prepared newsprint with the following:
  - Introduction
  - Go-round: Name, one quality you like about yourself
  - "Thanks" Chips
  - Positive Changes
  - Administrative Issues
  - Lottery

As you become more and more experienced with facilitating FIO, you may want to create an outline of the session. This process may seem long. However, it really helps you to learn the material because of the process of reading it and writing it in your own words. Also, once you've written it, you can keep using the same cards.

Until you become more familiar with the FIO intervention and its exercises, it is easier to keep the manual with you to reference during facilitation. Ultimately, you will have to decide on the method of facilitation that you find works best.

6. Conclude the main teaching portion of the group by getting feedback from each trainee on the training.

#### **Trainer Script:**

Next we are going to go over your facilitation assignments. Before we do that, I want to go around the group and I want each of you to say one thing you liked about the training so far and one thing that could be improved.

- 7. Display the prepared newsprint with trainees assigned to each practice exercise.
- 8. Ask trainees to join with the person with whom they will facilitate Session Two.
- 9. Inform trainees that they will have 50 minutes to prepare and that the trainers will be walking around to help them prepare.



We have allotted 50 minutes for preparation time. Please do take the time to prepare. We have found that in past trainings, some have just assumed they would be able to facilitate without preparation and had a really hard time when it was their turn to facilitate. Remember, the better prepared you are, the better you will do and the more of a learning experience we will all have. It is very hard for us as trainers to provide quality constructive feedback if you are just winging it. This is the time to make sure you have everything you need including the Facilitator Guide, Handouts, and Materials.

All of the handouts and materials are available in this room. Let us know if you are unable to locate your specific session materials. You need to make sure you have all your materials and handouts organized and prepared in advance. It is important that you are familiar with your session materials in order to avoid disruption or confusion while you are facilitating.

- 10. Walk around the room, spend time with each pair of trainees and assist them in their preparation. Remind trainees to become familiar with all the materials they may use in the sessions. Also, review how they divided up the sessions to make sure that each trainee has ample opportunity to practice facilitating.
- 11. Assist trainees in dividing up the facilitation of the exercises to make sure that each trainee leads an approximately equal amount of material.

**END DAY 1** 



Day 2

# **Purpose**

Module IV: Facilitation, continued

• Trainees will have the opportunity to see trainers demonstrate sections of sessions and to practice facilitating sessions.



# Day 2

# Agenda

Questions and Review from Day 1	30 minutes
Introduction Session Two and Walk-Through of Exercises 1 and 2	15 minutes
Practice Session Two, Exercise 3	30 minutes
Feedback Session Two, Exercise 3	20 minutes
Demonstration Session Two, Exercise 4	30 minutes
Break	15 minutes
Demonstration Session Two, Exercise 5	25 minutes
Walk-Through Session Two, Exercise 6	10 minutes
Questions and Discussion Session Two	30 minutes
Lunch	60 minutes
Introduction Session Three and Walk-Through of Exercise 1	20 minutes
Demonstration Session Three, Exercise 2	20 minutes
Walk-Through Session Three, Exercise 3	10 minutes
Practice Session Three, Exercise 4	40 minutes
Feedback Session Three, Exercise 4	15 minutes
Break	15 minutes
Walk-Through Session Three, Exercises 5 and 6	10 minutes
Questions and Discussion Session Three	30 minutes
Trainee Preparation for Practice Exercises	55 minutes
Total	480 minutes
	(8 hrs)



**Materials Checklist** Blank Newsprint Easel Post-it Notes Pens/Pencils Paper Markers Masking Tape Laptop, LCD and Screen Facilitator Guide (1 for each participant) "Thanks" Chips Nametags (1 per participant) Lottery Tickets, Prize, and Bag Role-Play Cards—Sabrina and the Older Woman Role-Play Cards—Checking Out a Partner Male and Female Condoms (lubricated and un-lubricated) Penis and Pelvic Models **Baby Wipes** Tubes of Lube TV/DVD Player and DVD of "Female Condom...Gotta Have Flashcards for 5 minutes left, 2 minutes left, and 1 minute left **Observation Forms** Participant Feedback Forms Advice letters Slides #1-7 Participant Workbook My Partner's Risky Behavior Scripted Role-Play: "Aisha and Ray" Factors that may prevent a woman from selecting a safe partner



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✓	М	Materials Checklist	
Participant Workbook (continued)			
	•	Your Sexual Rights	
	•	Guidelines for Checking Out a Potential Sexual Partner	
	•	Fact Sheet on Disease Prevention and Contraception Methods	
	•	Guidelines for Using a Male Condom	
	•	Do's and Don'ts for Male Condoms	
	•	Guidelines for Using a Female Condom	
	•	Tips for Using a Female Condom	
Hand	outs		
	•	Trainees' Agenda for Day 2	
Poste	rs		
	•	Core Elements	
	•	Key Characteristics	
	•	M-ARRM	
	•	Feeling Thermometer	
Prepa	red	Newsprint	
	•	Trainees' Agenda for Day 2	
	•	Trainees' Practice Assignments	
	•	Parking Lot	
	•	Selecting a Partner Role-Play: Observer Tasks	
	•	Rank of Effectiveness Against Pregnancy	
	•	Role Play Instructions	
	•	Session Two Main Points	
	•	Session Two Between-Session Goals	
	•	Session Three Main Points	
	•	Session Three Between-Session Goals	



# Questions and Review of Day 1

**Purpose:** Trainees will have the opportunity to ask questions about any aspect of Day 1.

Time: 30 minutes

Materials: Slide #2

**Trainers' Notes:** Trainers will have reviewed the "Parking Lot" newsprint, organized the questions into

categories, and prepared to address the questions before this section begins.

If there are more questions than time to address them in the allocated time, trainers and trainees can decide to return to the questions at the end of Day 2 if time permits.

#### Procedure:

- 1. Welcome trainees back to Day 2.
- 2. Address questions in the "Parking Lot." If questions will be answered later in the training, leave them until that time. If questions remain after 15 minutes, save them for the end of Day 2.
- 3. Show Slide #2 and review Day 1, asking trainees questions to jog their memories.

# **Trainer Script:**

Let's take a moment to review what we learned yesterday.

Yesterday we talked about the basics of how this training will run and went through the materials in the FIO package. We discussed the theoretical bases for FIO and some tools that we use. We also reviewed the essential parts of the intervention and we learned facilitation skills. Lastly, we saw Session One demonstrated.

- Does anyone remember one theory upon which FIO is based?
- Can someone tell me an important skill for a facilitator?
  Who remembers an exercise we did in Session One? What was the purpose of that exercise?
- 4. Ask the trainees what questions they have about Day 1. Answer questions and clarify points, as needed.



Session Two: How Do I Avoid Partners Who Don't Care?

#### Introduction

**Purpose:** Trainees will become familiar with the objectives, rationale, and format of Session Two.

Time: 5 minutes

Materials: Facilitator Guide

Slides #3-4

#### Procedure:

1. Instruct trainees to open their Facilitator Guide to Page 97, the beginning of Session Two.

2. Show Slides #3-4 and review Session Two objectives.

#### **Trainer Script:**

After completing this session, participants will be able to:

- Describe characteristics of men (from past relationships)
   who did not care about their needs.
- Explain a way to avoid becoming involved in a relationship that could lead to unsafe sex.
- Explain the importance of being aware of their sexual rights in their relationships.
- Describe a common gender stereotype and explain how it can create barriers to a woman taking steps to protect herself from becoming infected.



Session 2 Objectives
After completing this session, participants will be able to:

Describe characteristics of men (from past relationships) who did not care about their needs.

Explain a way to avoid becoming involved in a relationship that could lead to unsafe sex.



Session 2 Objectives (Cont.)
After completing this session, participants will be

able to:

Explain the importance of being aware of their sexual rights in their relationships.

Describe a common gender stereotype and explain how it can create barriers to a woman taking steps to protect herself from becoming infected.

4



3. Review the session rationale.

## **Trainer Script:**

The main point of Session Two is to help women prevent relationships that lead to unsafe sex from starting in the first place. To prepare women for actively checking out potential partners, they need to first perceive that they have the right to protect themselves. It is also critical that they examine their own beliefs about gender stereotypes because if they buy into these beliefs it will be harder to assert themselves.

The session assumes that women have choices and that it is useful to practice checking out a potential partner. This includes: 1) collecting data on potential partners through observation and dialogue; 2) making decisions on the prospective partner's suitability; and 3) preventing the relationship from progressing further if the woman decides he is not a good potential partner. This session teaches what to look for, how to look for it, and when and where to explore partner attitudes. Women practice all of these skills.

Women's experiences and narratives are intertwined with the entire attitude change and skill-building content of Session Two. How do unpleasant facts of life such as STDs and HIV fit in participant's views of relationships? What does it mean to select a partner?

4. Discuss the format of Walk-Throughs, Practices, and Demonstrations.

#### **Trainer Script:**

Today we will begin the first of many trainee practice exercises. These practice exercises offer you the opportunity to familiarize yourself with session content, practice group facilitation and offer as well as receive constructive feedback on their facilitation skills from both their peers and the trainers.

As you recall, we pre-selected specific exercises from each session for pairs of you to facilitate. Not all exercises will be demonstrated or practiced. For these omitted exercises, we will be walking you through the exercise, describing the exercise's objectives, activities, materials, and facilitation tips.

The first pair of trainees will come up to practice the facilitation of Exercise 3. We will then demonstrate Exercises 4 and 5. That means that Exercises 1, 2 and 6 were not selected for demonstration or practice.

Because we will not conduct each of the exercises from Session Two, we want to take a few minutes to walk you through Exercises 1 and 2.

5. Ask the trainees what questions they have about Session Two overall. Answer questions and clarify points, as needed.



# Session Two, Exercise 1: What Happened Between Sessions?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 1 of Session Two.

Time: 5 minutes (- -

Materials: Facilitator Guide

Lottery Tickets, Prize, Bag

"Thanks" Chips

#### Procedure:

 Request that trainees open their Facilitator Guide to Page 102, the first page of Exercise 1 of Session Two.

## **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 1. Again, the bold text next to the trophy icon provides you with information on the goals and tools used in this exercise.

Here we see the main points of Exercise 1: What Happened Between Sessions?

The intent of this exercise is to reinforce positive actions that group members may have taken between sessions, break the ice for the session, and reward participants for attending. Participant's self-esteem is increased through positive introductions.

Exercise 1 is uniform for each of the sessions. It involves positive introductions, a review of between session goals, "Thanks" Chips, administrative issues and the Lottery.

- 2. Conduct a Walk-Through of Exercise 1.
- 3. Proceed directly to Exercise 2.



# Session Two, Exercise 2: What about My Partner's Past Behavior?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 2 of Session Two.

Time: 5 minutes

Materials: Facilitator Guide

Participant Workbook—My Partner's Risky Behavior

Pens/Pencils

Trainers' Note: Open up the Participant Workbook as you discuss its use in the session.

#### Procedure:

 Request that trainees open their Facilitator Guide to Page 106, the first page of Exercise 2 of Session Two.

2. Conduct a Walk-Through of Exercise 2.

#### **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 2: "What about My Partner's Past Behaviors?"

Here we see the main points of Exercise 2:

The purpose of this exercise is to increase the women's sense of susceptibility by examining what they know of their partner's past behavior.

Facilitators provide facts on the rise of HIV and STDs and stories about women who contracted HIV. Each agency implementing FIO should research and present local HIV/STD statistics. Be sure to provide STD and HIV statistics that are most relevant to your target population; some factors to consider include their age range, geographic region, and demographic make-up.

Stories of women being infected with HIV or STDs are read and participants are asked if they know similar stories and are encouraged to share. This helps to personalize risk.

Each participant completes a partner risky behavior assessment form for their current partner or their last partner if they are currently single. Participants are not asked to share their responses to this form but they are asked to share where they are on the Feeling Thermometer when they complete the form.



3. Ask trainees about their questions on Exercises 1, 2 or Session Two overall.



# Session Two, Exercise 3: What Barriers Keep Me From Choosing Good Partners?

#### **Trainee Practice Observation**

**Purpose:** Trainees will practice the facilitation of Exercises 3 of Session Two.

Time: 30 minutes (10 minutes introduction and 20 minutes facilitation)



Materials: Participant Workbook—Factors that may prevent a woman from selecting a safe partner

Role-Play Cards—Sabrina and the Older Woman

Prepared Newsprint—Selecting a Partner Role-Play: Observer Tasks Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

**Trainers' Notes:** Trainees must limit themselves to the allocated 20 minutes to conduct Exercise 3.

Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5 minutes, 2 minutes, and 1 minute. Call time after 20 minutes. Be clear about the changing of roles and reinforce by using the fake participant names when the trainees should be in role.

### Procedure:

1. Explain the process for trainee practices including who will practice and how long the activity will be. Remind participants of the rules for acting as participants and feedback sessions.

## **Trainer Script:**

We will now begin the first of several trainee practice exercises. \_\_\_\_\_ and \_\_\_\_ (names of first pair), will lead the exercise. Those of you who are not facilitators should pretend that you are women in the group, just like you did yesterday when we demonstrated Session One.

Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.



Each practice is followed by a chance to offer feedback. During the feedback portion, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

My co-trainer and I will not be participating. We will be jotting down notes regarding things we want to highlight about the exercise and feedback we want to give the facilitators, particularly instances where the facilitators implemented essential techniques in an exemplary manner.

The FIO intervention was designed to be delivered in a fast-paced, energetic and dynamic fashion. Therefore, most of the feedback we provide is intended to assist in your understanding of the proper facilitation of FIO and its activities. Namely, we will be reviewing and clarifying the author's intent for flow of the intervention, the pacing of exercises and activities, and the feedback we provide will relate to this desired facilitation method.

We will not be taking a break once we start the practice and we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

Exercise 3 is designed to be conducted in 20 minutes. We will be letting the facilitators know when they have 5, 2 and 1 minute left in their facilitation.

- 2. Ask trainees what questions they have. Answer questions and clarify points, as needed.
- 3. Instruct all trainees who are not facilitating to flip to their participant name and move to the participant circle. Remind them to bring their Participant Workbook to the circle.
- 4. Emphasize that trainees who are not facilitating are taking the role of participants during the exercise. Accordingly, remind them to bring their Participant Workbooks with them to the circle.
- 5. Assigned trainees should follow the Facilitator Guide for Exercise 3.



- 6. Trainers fill out the trainee observation form located at the end of this document. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:
- Did the trainees elicit responses from the group?
- Did the trainees provide sufficient instructions and adequately answer participant questions?
- Did the trainees use the role-play cards?
- Did the trainees use the workbook?
- 7. Provide 5, 2, and 1 minute warnings to the trainees.
- 8. Stop the action after 20 minutes.



## Session Two, Exercise 3: Trainee Practice Feedback

**Purpose:** Trainers and trainees will have an opportunity to provide constructive

feedback to trainees who practiced Exercise 3 from Session Two of

FIO.

Time: 20 minutes

Materials: Observation Forms

Trainers' Notes: It can be helpful to use the real names of trainees as soon as you break roles to

reinforce the change.

#### Procedure:

- 1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

### FOLLOW-UP KEY POINTS: Exercise 3

- The purpose of this exercise is to identify ways to prevent risky relationships.
- Women are asked to reflect on past relationships which may raise their level on the Feeling Thermometer.
- By helping a friend through the role-play, women learn about themselves.



## **Trainer Script:**

Thank you for the feedback from the participants and the trainees can keep a copy of the Observation Form we filled out. Before our break, we want to cover some key points about this exercise.

Women in this exercise are encouraged to think about men who did not care about them in the past and to think about how to avoid these situations in the future.

Women also learn through teaching each other in the role-play. Keep women on topic during the role-play but allow them to be creative.



Session Two, Exercise 4: What Are My Sexual Rights and How Do Gender Stereotypes Keep Me From Acting on Them?

### **Trainer Demonstration**

Purpose: Trainers will demonstrate the facilitation of Exercise 4 of Session Two.

Time: 30 minutes

Materials: Blank Newsprint

Markers

Participant Workbook—Your Sexual Rights

Participant Workbook--Scripted Role-Play: "Aisha & Ray"

Trainers' Notes: Trainers have only the allocated 30 minutes to conduct the selected exercise from the

session. If there are too few trainees to adequately split into groups, the priority is to

have women work together, not to have several different lists.

### Procedure:

- 1. Ask trainees to return to the participant circle and to flip their nametag over to their fake participant name.
- 2. Remind trainees about the rules for acting as participants.

## **Trainer Script:**

We will now begin demonstrating Exercise 4. Please move to the participant circle and flip over your nametag to show your fake participant name.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions at the end of the Session Two Demonstrations and Practices.

Okay, let's begin.



- 3. Demonstrate Exercise 4.
- 4. Restrict yourself to 30 minutes.
- 5. Break roles upon completion.

**GIVE TRAINEES A 15-MINUTE BREAK** 



## Session Two, Exercise 5: How Do I Check Out a Potential Partner?

### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 5.

Time: 25 minutes

*Materials:* Role Play Cards—Checking Out a Partner

Participant Workbook—Guidelines for Checking Out a Potential Sexual Partner

Prepared Newsprint—Observer Tasks

Trainers' Notes: Trainers must limit themselves to the allocated 25 minutes to conduct Exercise 5.

### Procedure:

- 1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.
- 2. Remind trainees about the rules for acting as participants.

## **Trainer Script:**

We will now begin demonstrating Exercise 5. Please get into your participant roles by moving to the participant circle and flipping your nametags to your fake participant name.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions once we are done with this demonstration. Let's begin.

- 3. Follow the Facilitator Guide for Exercise 5 of Session Two, Pages 123-129.
- 4. Restrict yourself to 25 minutes to conduct the demonstration.



Session Two, Exercise 6: What is Next?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 6 of Session Two.

Time: 10 minutes

Materials: Prepared Newsprint—Session Two Main Points

Prepared Newsprint—Session Two Between-Session Goals

Participant Feedback Form

Trainers' Notes: Be sure to point to the prepared newsprint and show the feedback form.

#### Procedure:

1. Request that trainees open their Facilitator Guide to Page 130, the first page of Exercise 6 of Session Two.

2. Conduct a Walk-Through of Exercise 6.

## **Trainer Script:**

You have seen Exercises 3, 4 and 5 facilitated. When FIO is actually implemented, there should not be breaks between the exercises. The exercises should flow seamlessly into each other.

There is one exercise remaining in Session Two. Let's go through Exercise 6—What is Next?

Turn to Page 130 in the Facilitator Guide for the beginning of Exercise 6. As we previously discussed, each session ends with a wrap-up exercise that has the goal of building group cohesion and summarizing the Session's content.

First you will show a newsprint with the main points covered in Session Two. You will discuss them briefly and explain how they fit in with the next session.

Starting with Session Two, goal-setting is an activity conducted at the end of each session. You can see in your Facilitator Guide a list of possible goals that women may choose. You will ask each woman to share a goal with the group.

Goal-setting is designed to have women take steps to apply the information they are learning within the intervention into their daily lives to reduce their risk of HIV/STD transmission. This is consistent with Cog-



nitive Behavioral Interventions. The following session then begins with a check-in on each woman's progress in meeting her between-session goals.

When women are setting their goals, it is important to make sure that the goals are challenging but doable within the time frame (usually a week). The purpose is to build self-confidence in their abilities to protect themselves. We want women to experience success in achieving their between-session goals in order to reinforce their abilities to make more substantial changes in their lives.

It is also important that the facilitators ensure that each woman receives appreciation through verbal feedback or "Thanks" Chips to build self-esteem.

- 3. Ask the trainees what questions they have. Answer questions and clarify points, as needed.
- 4. Answer questions and move on to a discussion about Session Two overall.



## Session Two: Questions and Discussion

**Purpose:** Trainees will have an opportunity to ask questions about Session Two of FIO.

Time: 30 minutes (- \

Materials: Poster—Core Elements

Trainers' Notes: Trainees may have concerns about the relevancy of specific exercises for their target

populations or how these exercises might work under "real world" conditions.

Core Elements: #1,#2,#3,#4



### Procedure:

1. Ask trainees about their experience in being a part of the session.

## **Trainer Script:**

Now let's talk about Session Two as a whole.

What do you think the main lessons from Session Two were?

How did Session Two build upon Session One?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Two with your participants?

2. Review main FIO activities that are included in Session Two.

## **Trainer Script:**

We already talked through Exercises 1 and 2 during the Walk-Through but let's take a moment to review some of the other exercises you saw today.

Exercise 3: How Could I Have Avoided a Mistake With a Man?, focuses on examining partner characteristics that might increase a woman's risk of engaging in unprotected sex. This activity involves both critical thinking and unscripted role-playing. The Sabrina and Older Woman role-play and the critical thinking exercises (relationship experiences, Factors That May Prevent a Woman From Selecting a Safe Partner, and Reasons Women Get into Relationships That Are Unsafe) should be treated as one seamless activity which emphasize the same main point: women have choices and abilities to avoid mistakes with selecting a sexual partner.

When women are sharing their personal experiences being in relationships with men who were unwilling



to practice safer sex, limit the amount of processing. Ask women to summarize the experience in two to three sentences. Move on after you get several responses.

Exercise 4: What Barriers Keep Me From Being Careful? This exercise is designed to reduce internal cognitive barriers to selecting a partner who cares about what is important to you. For the Sexual Rights exercise, there is no need to individually review the Sexual Rights included in the Participant Workbook if the smaller groups came up with the same Sexual Rights. The processing questions included after the Sexual Rights exercise are designed to highlight the issue of women's traditional sexual roles or gender stereotypes. Whenever the main point is obtained from the participants, you can move on to the next activity.

Use the Aisha and Ray scripted role-play and accompanying scenarios to lead a discussion on how traditional gender roles present barriers to women asserting and protecting themselves. This is an idea central to FIO.

Exercise 5: How Do I Select a Prospective Partner?, is designed to provide women with practice in selecting a prospective partner who cares about what is important for the woman including her health. Women have an opportunity to practice this in an unscripted role-play. Again, as with all unscripted role-plays, the facilitators should ask the individual who was in the role practicing the skills: "What did you like about what you did?" and "What would you have done differently?" The facilitator should then ask the other person in the role-play: "What did you like about what she did?" and "What would you have done differently if you were in the role?" Observers should monitor how the volunteers implemented the skills using these two processing questions. It is also advised that before and after role-plays, particularly unscripted role-plays, you obtain Feeling Thermometer readings from the volunteers.

- 3. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.
- 4. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #1: Enable women to personalize their risk for HIV and other STDs and identify gender-related barriers to safer sex.

Core Element #2: Encourage women to prioritize safer sex.

Core Element #3: Reinforce women's sexual and relationship rights.

Core Element #4: Affirm a positive view of women's sexuality and safer sex.

5. Discuss FIOs emphasis on skills and potential issues with time management.

## **Trainer Script:**

Notice that during our facilitation of Session Two, the exercises were not treated as discrete, but rather as ongoing and connected activities. Much of your success in implementing FIO will depend on understanding the intended pacing and flow. Many facilitators express concern that the sessions are too long and they are not able to complete an entire session or not able to complete them in the specified time. However, if the sessions are run with the intended pacing and flow, they will not feel long and should fall within the allotted time.



You do not need to introduce or stop between exercises. Participants do not need to know if one exercise is ending and another beginning. Accordingly, it is important for facilitators not only to understand this, but to be familiar with the entire session, so they can make the session as seamless and fast-paced as possible. This also means that after an activity occurs, such as a role-play, facilitators do not need to process or discuss the activity once its point is recognized. Avoid the tendency to over-process—just as this is not a classroom, it is also not group therapy. If your participants express a need or desire to personalize or process the issues broached, you should make note of this and arrange to discuss personal matters after the session is complete.

Understanding the unique nature of FIO facilitation will be important not only for your practices this week, but as you move forward and implement this intervention with your participants.

FIO's exercises are heavily based on teaching and practicing skills. There is limited time available for participants to discuss their personal stories. Participants may be accustomed to support groups, which allow for a more open discussion, and want to process at length topics that are discussed during each session.

It can be challenging for facilitators to foster sharing while also covering the material. Facilitators should be aware of the time required for each exercise; which is included in both facilitators' preparation prior to conducting the exercises or activities.

- 6. Ask trainees what time management strategies they could employ to avoid running over the allotted time for an exercise and the session as a whole.
- 7. Remind participants that because FIO requires two facilitators they should assist one another to remain "on task" and on time so as to avoid exceeding the time allotted for exercises and each session as a whole.
- 8. Ask the trainees what questions they have about Session Two. Answer questions and clarify points, as needed.

LUNCH—GIVE TRAINEES A 60-MINUTE BREAK



## Session Three: What is the Best Way to Protect Myself?

### Introduction

Purpose: Trainees will become familiar with the purpose of and materials needed to conduct Ses-

sion Three of FIO.

Time: 10 minutes

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Materials: Facilitator Guide

Slides #5-6

#### Procedure:

1. Instruct trainees to open their Facilitator Guide to Page 145, the beginning of Session Three.

2. Show Slides #5 and #6 and review Session Three objectives.

## **Trainer Script:**

After completing this session, participants will be able to:

- Name an effective method of preventing pregnancy that is not effective at preventing HIV and other STDs.
- Name an effective approach to preventing HIV and STDs as well as pregnancy.
- Demonstrate and describe how to put on a male condom correctly.
- Demonstrate and describe how to insert a female condom correctly.
- Describe how to use male and female condoms during sex.
- Give an example of how to make using condoms fun and sexy.



### Session 3 Objectives

After completing this session, participants will be able to:

- Name an effective method of preventing pregnancy that is not effective at preventing HIV and other STDs.
- Name an effective approach to preventing HIV and STDs as well as pregnancy.
- Demonstrate and describe how to put on a male condom correctly.

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Session 3 Objectives (cont.)

After completing this session, participants will be able to:

- Demonstrate and describe how to insert a female condom correctly.
- Describe how to use male and female condoms during sex.
- Give an example of how to make using condoms fun and sexy.

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3. Review the session rationale.

## **Trainer Script:**

In this session women learn how to correctly put on a male condom and insert a female condom. Knowing the basic facts about condom use can help reduce barriers to using them. Because many women know very little about the female condom, the session emphasizes the benefits of the female condom: (1) that it is effective for pregnancy and disease prevention, and (2) that the woman—not the man—inserts it. The session also introduces the idea that using condoms consistently and correctly can be made pleasurable and that it does not need to be seen as merely a chore.

Too often little attention is given to male resistance to condom use and the possibility that women might be exposed to physical violence, forced sex, and/or economic deprivation if they try to suggest condom use. These realities require examining a range of protective alternatives. Furthermore, women need to know that there are options that are better than doing nothing to protect themselves.

In this session, facts about different methods for preventing pregnancy and/or HIV/STDs are presented, including their effectiveness, cost, and how they are used. This enables women to make informed choices. Session Three clarifies that some of the most effective contraceptive methods do nothing to protect against HIV and STD infection, and that male and female condoms are effective at preventing BOTH pregnancy and HIV/STDs. Women need to make a choice about whether to use two methods—one for contraception and one for disease prevention—or one method for both purposes.

4. Discuss the additional preparation facilitators must conduct in order to ensure the information contained in Session Three is up-to-date.

## **Trainer Script:**

It is very important that before conducting this session, facilitators ensure they have the most up-to-date information on HIV/STD prevention methods. Research is continuously underway and new methods are being tested. Updates can be obtained through local and state health department training resources, or by checking the CDC Website.

Facilitators need to know about the availability of and laws concerning contraception in the area before the session. Some clinics offer women a prescription for emergency contraception pills to use if they need it. Some states allow the purchase of emergency contraception pills over the counter.

Facilitators also need to practice applying the male condom onto the penis model and inserting the female condom into the pelvic model before the session so they can correctly and effectively demonstrate these skills. They should get help with any challenges they are facing in mastering these skills.

Information should also be available on where women can get female condoms for free and if they can be prescribed by a doctor and paid for if a woman has Medicaid or other public health insurance.



5. Discuss the format of Session Three's Walk-Throughs, Demonstrations, and Practices.

## **Trainer Script:**

We will be demonstrating the facilitation of Exercise 2 and the second pair of trainees will practice Exercise 4. Therefore, we will conduct a Walk-Through of the omitted Exercises 1, 3, 5, and 6.

6. Ask the trainees what questions they have about Session Three overall.



Session Three, Exercise 1: What Happened Between Sessions?

## Walk-Through

Materials:

**Purpose:** Trainees will become familiar with Exercise 1 of Session Three.

Time: 10 minutes (-

Facilitator Guide

1. Request that trainees open their Facilitator Guide to Page 150, the first page of Exercise 1 of Session Three.

2. Conduct a Walk-Through of Exercise 1.

## **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 1. Again, the bold text next to the trophy icon provides you with information on the goals and tools used in this exercise.

Exercise 1: What Happened Between Sessions?

The purpose of this exercise is to build self-esteem and group cohesion. This exercise is designed to provide support for positive actions taken by the participants between sessions, to review homework, to cover administrative issues, to introduce the topic of the session and to break the ice with a lottery. Positive introductions also help to build self-esteem.

Let us take a look at the Positive Introductions. These are done at each session.

The facilitator starts by introducing herself. "My name is \_\_\_\_\_ and I am worth protecting because\_\_\_\_\_." Each woman should say her name and complete the sentence, "I am worth protecting because\_\_\_\_\_." Facilitators should be handing each woman a "Thanks" Chip as she completes her sentence. It is not our intention to make anyone uncomfortable, so women who choose not to respond have the right to pass.

Starting in Session Three, participants report on their between-session goals and how they did in meeting them. For women who had problems with reaching their goals, elicit recommendations from other participants by saying: "Does anyone have an idea of how she could have solved this problem?"



Remind participants that if a goal was too difficult to accomplish, sometimes it is helpful to break it down into smaller steps.

If a woman is having problems remembering her goal, this could mean that she may not have completed the assignment or did not set a goal for herself. Focus on other positive actions related to the objectives of the last session. This includes awareness of her sexual rights; assessing current or prospective partners in their attitudes towards women, HIV/STDs, and safer sex; or talking to a friend.

3. Ask the trainees what questions they have. Answer questions and clarify points, as needed.



Session Three, Exercise 2: What Are My Choices?

### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 2 of Session Three.

Time: 20 minutes (- )

Materials: Prepared Newsprint—Rank of Effectiveness Against Pregnancy

Participant Workbook—Fact Sheet on Disease Prevention and Contraception Methods

Blank Newsprint

Markers

Facilitator Guide

Trainers' Notes: Trainers must limit themselves to the allocated 20 minutes to conduct Exercise 2 from

the session. To help reinforce roles, call participants by their fake names when they are

supposed to be in role.

#### Procedure:

- 1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.
- 2. Remind trainees about the rules for acting as participants.

## **Trainer Script:**

We will now begin demonstrating Exercise 2. Please move to the participant circle, bring your Participant Workbook, and flip your nametag so that your fake participant name is showing. .

Concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions at the end of the Session Three Demonstrations and Practices. Okay, let's begin.

- 3. Follow the Facilitator Guide for Exercise 2 of Session Three, Pages 155-160.
- 4. Restrict yourself to 20 minutes to conduct the demonstration.



Session Three, Exercise 3: What Choice of Protection Should I Make?

## Walk-Through

**Purpose:** Trainers will conduct a walk-through of Exercise 3 of Session Three.

Time: 10 minutes

*Materials:* Facilitator Guide

Blank Newsprint Advice Letters

**Trainers' Notes:** Allow trainees to remain in the participant circle even though they are temporarily

breaking role to ensure that they don't fatigue of moving back and forth. However, reinforce that they are out of roles by referring to them by their real names. Be sure to show

the Advice Letters as your refer to them.

#### Procedure:

1. Instruct trainees to break roles by flipping their nametags but they may remain in the Participant Circle.

- 2. Request that trainees open their Facilitator Guide to Page 161, the first page of Exercise 3 of Session Three.
- 3. Conduct a Walk-Through of Exercise 3.

## **Trainer Script:**

Exercise 3: What Choice of Protection Should I Make? is designed to provide women with the opportunity to practice decision-making about the best contraception and disease protection methods for a particular situation. The women apply the information they learn in the previous exercises—particularly information on birth control methods. The most effective methods to protect a woman from HIV/STD infection require cooperation from her partner. If a woman is unable to use these most effective methods, there are other options that may provide some protection against HIV and certain STDs, like withdrawal and diaphragm use, but these are much less effective.

This exercise uses letter writing, which is a technique used in several other sessions (Sessions Four and Seven). Letter writing offers women an opportunity to apply the information they have learned and to think through how their decisions impact their lives.



4. Instruct trainees to review the *Advice Letters*, which are located in the Session Activities and Materials section at the end of the session on page 192.

## **Trainer Script:**

In this exercise participants are divided into three small groups. Each group will receive one of these Dr. Viola letters, blank newsprint and markers. Within each small group, the participants apply information they learned in the previous exercise on different contraception and disease prevention methods and in Session Two on selecting a potential partner. They write responses to the letters, providing information on the most effective methods to protect themselves considering the woman's current circumstances.

The main points should be:

- The most effective methods to protect a woman from HIV/STD infection require cooperation from her partner.
- Male and female condoms provide protection against pregnancy and diseases. If used with emergency contraception (morning after pill), they are very effective.
- 5. Ask trainees about their questions about Session Three overall or Exercises 1 to 3. Answer questions and clarify points, as needed.



## Session Three, Exercise 4: How Do I Use Male and Female Condoms?

### **Trainee Practice Observation**

**Purpose:** Trainees will practice the facilitation of Exercise 4 of Session Three.

Time: 40 minutes (10 minutes introduction and 30 minutes facilitation)



Materials: Male and Female Condoms (lubricated and un-lubricated)

Penis and Pelvic Models

Participant Workbook—Guidelines for Using a Male Condom Participant Workbook—Do's and Don'ts for Male Condoms Participant Workbook—Guidelines for Using a Female Condom Participant Workbook—Tips for Using a Female Condom

Baby Wipes Tubes of Lube

TV/DVD Player and DVD of "Female Condom...Gotta Have It." Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

**Trainers' Notes:** Trainees have only the allocated 30 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5 minutes,

2 minutes, and 1 minute. Call time after 30 minutes.

## Procedure:

- 1. Instruct trainees that Exercise 4 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

Trainer Script:	
and	(names of pair), will lead the exercises as my colleague and I just did.

My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.

Exercise 4 is designed to be conducted in 30 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.

Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

- 4. Ask trainees about their questions. Answer questions and clarify points, as needed.
- 5. Provide general information about Trainee Practice Exercises.

### **Trainer Script:**

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

- 6. Instruct participants to flip their nametags to their fake participant names.
- 7. Assigned Trainees should follow the Facilitator Guide for Exercise 4 on Pages 164-175.



8. Trainers observe and fill out the Trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

#### Exercise 4: How Do I Use Male and Female Condoms?

- Were trainees playful, doing fun and surprising things with the condoms and encouraging women to play with the condoms in non-traditional ways?
- Did the trainee refer to the Guidelines for Using a Male Condom in the Participant Workbook?
- Did the trainee demonstrate correct male condom use?
- Did one trainee or participant read each step as the trainer was demonstrating the step?
- Did trainee discuss the correct ways to have sex with and take off a condom?
- Did trainee refer participants to the Do's and Don'ts in the Workbook?
- Did trainees move from pair to pair during the male condom practice? Did they offer encouragement? Did they encourage participants to correct each other?
- Did trainee encourage discussion about perceptions of female condoms?
- Did trainee compare the male to female condom?
- Did the trainee refer to the female condom instructions?
- Did the trainee demonstrate correct female condom use?
- Did the trainee appear comfortable inserting and removing a female condom in the pelvic model?
- Did the trainee place the pelvic model between her legs or in front of her, facing away from her body?
- Were participants given an opportunity to practice inserting and removing female condoms using the pelvic models?
- Did the trainee review the main points about using female condoms?
- Did trainees remind participants to NOT use male and female condoms at the same time?
- Did the trainees screen the video "Female Condom...Gotta Have It?"
- Did the trainees instruct participants to visualize a sexy scene that incorporates female condom use?
- 9. Provide 5, 2, and 1 minute warnings to the trainees.
- 10. Stop the facilitation after 30 minutes.



## Session Three, Exercise 4: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Trainee Practice Exercise of Session

Three.

Time: 15 minutes

Materials: Observation Form

"Thanks" Chips

Trainers' Notes: When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO inter-

vention.

### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

### **FOLLOW-UP KEY POINTS**

- Model extreme comfort and familiarity with condoms by being playful
- Encourage but don't force holding the pelvic model between legs
- Facilitators must be comfortable with male and female condom procedures
- Remind participants not to use male and female condoms at the same time
- Reiterate the steps after the demonstration to reinforce
- Watch for participant reactions
- Laughing can be a sign of discomfort
- Do not convey judgment about sexual experiences



Trainer Script:

We want to cover some key points about some of the activities and this session in general.

The main points about Exercise 4—How Do I Use Male and Female Condoms?—are:

- It is very important for facilitators to model extreme comfort and familiarity with condoms by doing playful and unconventional things with them. This will really set the tone and comfort level for your women.
- Facilitators should encourage but not force the participants to hold the pelvic model so it is oriented between her legs or in front of her, facing away from her body. This helps women get accustomed to using the female condom.
- Facilitators must be thoroughly familiar and comfortable with demonstrating and putting on both male and female condoms. Facilitators must also know female anatomy as women may ask questions about the model. A diagram that labels female anatomy often comes with purchased female pelvic models.
- It is important to have a few male penile models and female models as it keeps the pace moving and women can practice simultaneously. Remember, it is important to remind participants <u>not to use</u> male and female condoms at the same time during sex.
- Facilitators should briefly review the steps in using male and female condoms after the activity is over. This is important to clarify and reiterate what the proper steps are.

### Overall session points:

- Because this is a session about sexuality, the facilitator should be ware of participants' reactions.
   This is a good time for the co-facilitator (the one not leading current exercise) to observe the participants, being aware of and noting anyone who is particularly uncomfortable. Co-facilitators should also be distributing handouts, materials, and supplies.
- It is common for participants to laugh and become seemingly less manageable during this session. This excess "energy" may be due to discomfort over the subject. Laughing can be a very normal response to embarrassment and can assist in its release. To some degree, this should be allowed. It may seem chaotic to a facilitator, but with strong familiarity with the tools of FIO, it can be "controlled chaos." If group management becomes too much of an issue during the session, a quick go-round requesting Feeling Thermometer levels (without analyzing) can aid in bringing focus back to the session. Using the Feeling Thermometer in this session also helps women gain awareness of how the material raises their thermometer.
- Facilitators should be sure not to convey any judgment about sexual experiences women might discuss during this session or if women share something that does not promote safer sex behaviors.
   Facilitators should be sure to give them a token and thank them for sharing. If facilitators do not give tokens for sharing, it may send a message to participants that certain information is not welcomed; this may affect trust between the facilitators and the group.

**BREAK—GIVE TRAINEES A 15-MINUTE BREAK** 



## Session Three, Exercise 5: How Could I Help a Friend?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 5 of Session Three.

Time: 5 minutes (- \-

Materials: Facilitator Guide

Role-Play Instructions

**Trainers' Notes:** Refer to the newsprints as you explain the exercise.

### Procedure:

1. Request that trainees open their Facilitator Guide to Page 176, the first page of Exercise 5 of Session Three.

2. Conduct a Walk-Through of Exercise 5.

## **Trainer Script:**

Let us look in our Facilitator Guide at the beginning of Exercise 5 on Page 176. Again, the bold text next to the trophy icon provides you with information on the goals and tools used in this exercise.

Exercise 5: How Could I Help a Friend? is designed to reinforce skills about correctly using male condoms and to deliver HIV/STD prevention messages. This exercise also offers participants another opportunity to review disease prevention methods other than male condoms. It is assumed that the process of teaching someone else helps to reinforce the women's skills and positive attitudes towards male and female condoms along with other HIV prevention methods.

In this exercise the facilitators break the group up into two smaller groups. Each smaller group needs two volunteers to conduct a role-play. Here we have a woman who is trying to determine the best protection against HIV or STDs. She asks her helper friend to demonstrate how to put on a male condom and to provide more information about other protective methods besides the male condom.

On newsprint will be the roles as well as the key points about giving STD and HIV messages. These points are:



• It's smart to be worried about HIV and STD.

- A lot of women are trying to protect themselves from getting STDs and HIV.
- Explain what you are doing or trying to do.
- Give practical tips.

Facilitators should process this unscripted role-play with the usual format:

Ask the participant practicing skills—in this case, the Helper—What do you like about what you did? What would you do differently?

Often participants will start off with what they would do differently or what they didn't like about what they did. To reinforce the skills and the good things she did, always redirect her to first start with the positive—what she liked.

Once the Helper responds, ask the friend and then the observers. Keep this processing brief.

3. Proceed directly to the Walk-Through of Exercise 6.



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## Session Three, Exercise 6: What is Next?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 6 of Session Three.

Time: 5 minutes

Materials: Facilitator Guide

Participant Feedback Form

Prepared Newsprint—Session Three Main Points

Prepared Newsprint—Session Three Between-Session Goals

### Procedure:

1. Request that trainees open their Facilitator Guide to Page 179, the first page of Exercise 6 of Session Three.

2. Conduct a Walk-Through of Exercise 6.

## **Trainer Script:**

The next and last exercise is Exercise 6: What is Next? This is the conclusion of Session Three. Every session starting with Session Two finishes in a uniform way. The facilitator reviews the session's main points and reviews the next session's main points, assigns homework (if applicable), encourages development of between-session goals, completes Participant Satisfaction Surveys, and promotes showing appreciation to each other.

When giving examples to participants of goals they might choose to set, think back to the objectives of Session Three. This session went over methods of protection so appropriate goals may include purchasing a male or female condom, practicing inserting a female condom, or talking to a friend about condoms.

3. Ask trainees if they have any questions about Exercises 5 and 6 or Session Three in general. Answer questions and clarify points, as needed.



Session Three: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review Session Three and ask questions.

Time: 30 minutes

Materials: Slide #7

Core Elements: #4, #5 and #6



### Procedure:

1. Ask trainees about their experience in being a part of the session.

## **Trainer Script:**

Now let's talk about Session Three as a whole.

What do you think the main lessons from Session Three were?

How did Session Three build upon Session Two?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Three with your participants?

2. Provide an overview of Session Three.

## **Trainer Script:**

FIO is designed to present women with information and skills that they can use to reduce their risk of HIV/STD transmission. Session Three provides information on contraception and disease prevention methods. Often women do not have the power within their relationships to demand condom use.

FIO explores how women can gain this power through different methods including selecting a partner who respects her desire to use condoms, choosing barrier or other methods to reduce her risk for HIV/STDs, negotiating condom use, and refusing unprotected sex.



3. Show Slide #7, refer to the M-ARRM poster and conduct a review of the M-ARRM and how it relates to this session.

## THE FUTURE IS OURS

#### Modified AIDS Risk Reduction Model

Identifies different stages to reducing one's HIV/STD risk:

- Labeling oneself as "at risk"—the recognition that one's high risk behaviors are a problem
- · Prioritize safer sex
- Intention—making a commitment to change risky behaviors
- Enactment— seeking and implementing solutions
- · Maintenance of safer behaviors

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## **Trainer Script:**

As we discussed during Day 1 of this training, FIO is based on the Modified AIDS Risk Reduction Model, which identifies different stages to reducing one's HIV/STD risk:

- Labeling oneself as "at risk"—the recognition that one's highrisk behaviors are a problem
- Prioritize safer sex
- Intention—making a commitment to change risky behaviors
- Enactment— seeking and implementing solutions
- Maintenance of safer behaviors
- 4. Ask trainees how this model is used in Session Three. Fill in gaps as necessary.
- identifying themselves as "at risk" through review of the risks associated with different sexual activities,
- prioritizing safer sex through review and practice using male and female condoms, and
- intention to change risky behaviors by reviewing different disease prevention methods.
- 5. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.
- 6. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #4: Affirm a positive view of women's sexuality and safer sex.

Core Element #5: Emphasize the women have choices in how to protect themselves.

Core Element #6: Provide accurate information about HIV/STD risk and testing.

7. Assign the homework exercise to trainees—reviewing the STD Fact Sheet in the Facilitator Guide from Session Four on page 259.

## **Trainer Script:**

While FIO does not go into detail on STDs, FIO facilitators must be ready to provide more detailed information and answer questions participants might have on STDs. As we discussed during Day 1 of this training, FIO facilitators should have a strong background in HIV and STD prevention. We do not have time within this Training of Facilitators to provide instruction on STDs but we would like to take time to review this important subject area. To help us do this, we would like you all to complete a homework assignment. Please review the STD Fact Sheet that is part of Session Four. During the Practice of Session Four tomorrow, we will be going through an exercise that uses this Fact Sheet.

8. Ask the trainees what questions they have about Session Three. Answer questions and clarify points, as needed.



## **Trainee Practice Preparation**

**Purpose:** Trainees will have the opportunity to practice facilitating their assigned exercises.

Time: 55 minutes



## Procedure:

- 1. Provide trainees with time to meet with their co-facilitators to coordinate and practice facilitating their assigned exercises.
- 2. Spend time with each pair to answer questions and to monitor whether they are using allocated time to prepare.
- 3. Adjourn.



## DAY 3

## **Purpose**

Module IV: Facilitation, continued

• Trainees will have the opportunity to see trainers and fellow trainees facilitate sections of sessions and to practice facilitating sessions.



## Day 3

## Agenda

Questions and Review from Day 2	15 minutes
Introduction Session Four	10 minutes
Demonstration Session Four, Exercise 1	15 minutes
Walk-Through Session Four, Exercise 2	10 minutes
Demonstration Session Four, Exercise 3	15 minutes
Practice Session Four, Exercise 4	20 minutes
Feedback Session Four, Exercise 4	20 minutes
Break	15 minutes
Walk-Through Session Four, Exercises 5, 6 and 7	25 minutes
Questions and Discussion Session Four	20 minutes
Introduction Session Five and Walk-Through Exercise 1	10 minutes
Demonstration Session Five, Exercise 2	20 minutes
Lunch	60 minutes
Practice Session Five, Exercise 3	15 minutes
Feedback Session Five, Exercise 3	20 minutes
Practice Session Five, Exercise 4	35 minutes
Feedback Session Five, Exercise 4	20 minutes
Break	25 minutes
Practice Session Five, Exercise 5	25 minutes
Feedback Session Five, Exercise 5	20 minutes
Practice Session Five, Exercise 6	20 minutes
Feedback Session Five, Exercise 6	15 minutes
Walk-Through Session Five, Exercise 7	5 minutes
Questions and Discussion Session Five	20 minutes



## Day 3

1	Materials Checklist
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils
	Paper
	Markers
	Masking Tape
	Laptop, LCD and Screen
	Facilitator Guide (1 for each participant)
	"Thanks" Chips
	Nametags (1 per participant)
	Lottery Tickets, Prize, and Bag
	TV/DVD Player
	Flashcards for 5 minutes left, 2 minutes left, and 1 minute left
	Observation Forms
	Participant Feedback Forms
	Jar of Honey
	Scarf
	Non-Oil-Based Massage Cream
	An Erotic Book
	Sex Toys (external)
	Telephone
	Partner Statements and Reason Statements
	Role-Play Cards—Negotiating Testing
	Slides #1-4
	Palm Cards
	HIV/STD Information Cards
	Problems To Be Solved Cards



Materials Checklist Participant Workbook HIV/STD Information Card Summary Testing Fact Sheet HIV Testing: Options and Information STD Fact Sheet **Communication Tips** Problem Solving Scenarios Scripted Role-Play: "Yvonne and Carlos" Scripted Role-Play: "Krista and Karim" Scripted Role-Play: "Sandy and Phil" Dealing with Difficult Reactions from Partners Self-Talk Essence Magazine Article: Sacred Sex Safely Using and Maintaining Sex Toys Handouts Trainees' Agenda for Day 3 Posters **Core Elements** Key Characteristics • M-ARRM Feeling Thermometer

**Communication Tips** 



✓ Materials Checklist
 Prepared Newsprint

 Trainees' Agenda for Day 3
 Three Testing Questions
 Mutual Testing with a Partner
 Testing Role-Play
 Four Steps for Problem Solving
 Donna and Jeff
 STD Chart
 Session Four Main Points

Session Four Between-Session Goals

Session Five Between-Session Goals

Session Five Main Points



## Questions and Review of Day 2

**Purpose:** Trainees will have the opportunity to ask questions about any aspect of Day 2.

Time: 15 minutes

**Trainers' Notes:** Trainers will have reviewed the "Parking Lot" newsprint, organized the questions into categories, and prepared to address the questions before this section begins.

If there are more questions than time to address them in the allocated time, trainers and trainees can decide to return to the questions at the end of Day 3 if time permits.

If it seems like participants did not review the STD Fact Sheet for homework, spend more time going through it in detail.

#### Procedure:

- 1. Welcome trainees back to Day 3.
- 2. Address questions in the "Parking Lot." If questions will be answered later in the training, leave them until that time. If questions remain after 5 minutes, save them for the end of Day 3.
- 3. Briefly review Day 2 and ask the trainees questions to jog their memories.

## **Trainer Script:**

Yesterday we walked-through, practiced, and demonstrated Sessions Two and Three of FIO. Session Two was about avoiding partners who don't care and Session Three was about the best ways to protect ourselves.

- Does anyone remember an activity from Session Two? What was the main point of that activity?
- Does anyone remember an activity from Session Three? What was the main point of that activity?
- 4. Ask the trainees what questions they have about Day 2. Answer questions and clarify points, as needed.
- 5. Ask trainees to take out the STD Fact Sheet they were supposed to review for homework and ask trainees questions regarding this information.



### **Trainer Script:**

We will be reviewing, demonstrating and practicing Session Four, which covers STDs. As part of this exercise, we will be reviewing the various STDs. Please use this as an opportunity to identify any gaps in your knowledge or ability to explain this information to others.

Screening and treatment recommendations for STDs often change. In addition to the STD Factsheets that were given to you yesterday, you can access up-to-date information from the CDC's website to keep abreast of these developments. You might also want to subscribe to the Morbidity and Mortality Weekly Review (MMWR) and CDC's National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention's Prevention News Update Mailing List to keep abreast of new developments.

Let's quickly review some of the facts you looked over for homework about STDs. Take out your STD Fact Sheet.

- 1. Can someone tell me which STDs are curable?
- 2. Which STDs can be passed on to babies?
- 3. Are there any questions you have regarding the information on the STD Fact Sheet?

Great—this information will come in handy.



Session Four: How Can We Find Out if We Are Infected?

#### Introduction

**Purpose:** Trainees will become familiar with the objectives, rationale, and format of Session Four.

Time: 10 minutes

Materials: Slides #2-3

Facilitator Guide Participant Workbook

## Procedure:

1. Instruct trainees to open their Facilitator Guide to Page 201, the beginning of Session Four.

2. Show Slide #2 and review Session Four objectives.

## **Trainer Script:**

After completing Session Four participants will be able to:

- Describe the effect of an untreated STD on a woman's own health and the health of a baby born to her.
- Explain that getting tested for STDs is the only way to know if a person is infected because many STDs have no symptoms, especially in women.



#### After completing this session, participants will be able to:

- Describe the effect of an untreated STD on a woman's own health and the health of a baby born to her.
- Explain that getting tested for STDs is the only way to know if a person is infected because many STDs have no symptoms, especially in women.
- Explain why getting an HIV test (or even getting more than one HIV test) is NOT a protection strategy.
- Name one of their personal barriers to taking an HIV test.

   Demonstrate how to ask their partner to take an HIV test and be checked for other STDs.

Explain why getting an HIV test (or even getting more than one HIV test) is NOT a protection strategy.

- Name one of their personal barriers to taking an HIV test.
- Demonstrate how to ask their partner to take an HIV test and be checked for other STDs.
- Review the session rationale.



#### **Trainer Script:**

Let us review the rationale for this session.

Session Four is designed to enable women to make informed choices about testing for STDs and HIV. First, this session provides basic facts about STDs. This session explores the effects of STDs in order to increase women's motivation to protect themselves. For example, many women do not realize that STDs often have no obvious signs or symptoms. For example, looking at a man's penis or a lack of itching or burning in the genitals does not mean one is free of STDs. For many women having children is important. Consequently, this session presents the effects of untreated STDs on a woman's fertility and on her child's health as another motivation for staying free of disease.

One of the earliest steps in the sequence of protecting oneself and one's partner from HIV and STDs is to find out if either person is already HIV positive or has another STD by getting tested. In many cases, the woman and her partner may never have been tested or were not tested recently. Therefore, this session presents ways to ask their partners about their HIV status and whether they have been tested for other STDs. The session teaches problem-solving techniques to help women address barriers to testing, such as a partner's negative reaction to a request to get tested. It also aims to help women think about their emotional reactions to getting tested for HIV and other STDs and learning the results of these tests.

Some people believe erroneously that getting tested is a kind of protective strategy. They might think that if they have not been infected in the past, they are unlikely to be infected in the future, even if they are not using condoms during sex. This is not true. Therefore, the session emphasizes that testing can only tell a person about the impact of past behaviors. HIV testing does not inform the person about the impact of future and the immediate past (within the past three months) behaviors. This session presents mutual testing with a partner as an alternative protection strategy for couples where both the man and woman are monogamous and want to forego using condoms in the future. The steps for using mutual testing most effectively and the pros and cons of this approach are explained in detail.

4. Discuss the format of Walk-Throughs, Practices, and Demonstrations.

#### **Trainer Script:**

In a moment we will be demonstrating Exercise 1. To help conserve time, Exercises 2, 5, 6, and 7 will not be demonstrated or practiced. As usual, we will be reviewing these omitted exercises in depth with a Walk-Through.

5. Ask trainees what questions they have about Session Four overall. Answer questions and clarify points, as needed.



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# Session Four, Exercise 1: What Happened Between Sessions?

#### **Trainer Demonstration**

Purpose: Trainers will demonstrate the facilitation of Exercise 1 of Session Four

Time: 15 minutes

**Materials:** Nametags

"Thanks" Chips

Poster—Feeling Thermometer Lottery Tickets, Prize, and Bag

Blank Newsprint

Markers

Prepared Newsprint—Three Testing Questions

Facilitator Guide

**Trainers' Notes:** Trainers must limit themselves to the allocated 15 minutes to conduct Exercise 1 from

the session.

#### Procedure:

- 1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.
- 2. Remind trainees the rules about acting as participants.
- 3. Follow the Facilitator Guide for Exercise 1 of Session Four, Pages 206-210.

#### **Trainer Script:**

We will now begin demonstrating Exercise 1. Please get into your participant roles by flipping your nametag to your fake participant name and entering the participant circle.

Remember that you are acting as an 18-30 year old heterosexually active woman.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

We will answer facilitation-related questions at the end of the Session Four Demonstrations and Practices so please write them down but don't "stop the action."

Okay, let's begin.

4. Restrict yourself to 15 minutes to conduct the demonstration.



## Session Four, Exercise 2: Why Should I Worry About STDs?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 2 of Session Four.

Time: 10 minutes

Materials: Facilitator Guide

Blank Newsprint

Markers

Participant Workbook—HIV/STD Information Card Summary

HIV/STD Information Cards Prepared Newsprint—STD Chart

Palm Cards

**Trainers' Notes:** Trainers should show the Palm Cards as they are mentioned.

#### Procedure:

- 1. Instruct trainees to break roles by leaving the participant circle and flipping their nametags to show their real names.
- 2. Request that trainees open their Facilitator Guide to Page 211, the first page of Exercise 2 of Session Four.
- 3. Conduct a Walk-Through of Exercise 2.

## **Trainer Script:**

We will now review Exercise 2—Why Should I Worry About STDs?

This exercise is designed to increase both a sense of vulnerability to STDs and awareness of their seriousness. STD information cards are used. It is not necessary for participants to know all the details about each STD. The most important points are that:

- many women and men are infected with STDs but have no symptoms;
- untreated STDs can cause harm to a woman and to her developing fetus; and
- women should not assume that they will automatically be tested for STDs when they go for a medical check-up.



4. Instruct participants to go to the Session Activities and Materials section on page 250 and find the HIV/ STD Information cards.

#### **Trainer Script:**

As you can see, each STD card provides four basic pieces of information: how the STD can harm you, harm the baby, early symptoms or signs, and whether it is curable.

In order to nicely summarize the important points that many STDs have no symptoms and untreated STDs can cause harm to a woman and her fetus—the facilitators will set up a simple STD chart to be developed on newsprint. Please see the template on Page 213.

You will have each woman read her STD card and place "Yes" or "No" as appropriate in the chart.

We have also included an STD Palm Card template. This is designed to be a small reference tool participants can carry with them. It includes the completed STD chart and on the back of the chart, we suggest you develop a list of local STD/HIV testing sites including their addresses, hours of operation, contact information and fees/insurance requirements.

5. Ask the trainees what questions they have. Answer questions and clarify points, as needed.



# Session Four, Exercise 3: What Should I Do About Testing?

#### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 3 of Session Four.

Time: 15 minutes (- )

Materials: Blank Newsprint

Markers

Participant Workbook—Testing Fact Sheet

Participant Workbook—HIV Testing: Options and Information

Participant Workbook—STD Fact Sheet Prepared Newsprint—Three Testing Questions

Prepared Newsprint—Mutual Testing with a Partner

Facilitator Guide

**Trainers' Notes:** Trainers must limit themselves to the allocated 15 minutes to conduct Exercise 3 from the session.

#### Procedure:

- 1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.
- 2. Remind trainees about the rules for acting as participants.

## **Trainer Script:**

We will now begin demonstrating Exercise 3. Please get into your participant roles. Flip your nametag to your fake participant name and join the participant circle.

Remember we will not "stop the action" but will answer facilitation-related questions at the end of Session Four Demonstrations and Practices.

Okay, let's begin.

3. Restrict yourself to 15 minutes to conduct the demonstration.



# Session Four, Exercise 4: What Does Testing and Test Results Mean to Me?

#### **Trainee Practice Observation**

Purpose:	Trainees will	practice the	facilitation of	Exercise 4 of	Session Four

Time: 20 minutes (10 minutes introduction and 10 minutes facilitation)



Materials: Scenario Cards—Personal Meaning Letters

Paper

Pens/Pencils Facilitator Guide

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

**Trainers' Notes:** Trainees have only the allocated 10 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5 minutes, 2 minutes, and 1 minute. Call time after 10 minutes.

#### Procedure:

- 1. Instruct trainees that Exercise 4 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

Trainer Script:	
and	(names of pair), will lead the exercise.

My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.

Exercise 4 is designed to be conducted in 10 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.



Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

- 4. Ask trainees what questions they have. Answer questions and clarify points, as needed.
- 5. Provide general information about Trainee Practice Exercises

#### **Trainer Script:**

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

6. Instruct participants to flip their nametags to their fake participant names and bring their Participant Workbooks with them to the circle.

#### **Trainer Script:**

Let's get started. We are now switching modes and beginning the exercise. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Here's Exercise 4.

- 7. Assigned trainees should follow the Facilitator Guide for Exercise 4 on Pages 221-222.
- 8. Trainers take notes on the implementation of Exercise 4 from Session Four using the Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:



## Exercise 4: What Do Testing and Test Results Mean to Me?

- Did the trainees provide participants with scenario cards? Did each participant have her own card?
- Did the trainees provide sufficient instructions and adequately answer participant questions?
- Did the trainees circulate among the participants and provide assistance as necessary? Were any of the participants low literacy? If so, did the trainees provide appropriate assistance (instructed the participant to dictate the letter to her)?
- Were the trainees able to obtain participation from the participants who wrote "Dear Me" letters? If any of these participants were reluctant to read her own letter, did the trainees read the letter for her?
- 9. Provide 5, 2, and 1 minute warnings to the trainees.
- 10. Stop the action after 10 minutes.



## Session Four, Exercise 4: Trainee Practice Feedback

**Purpose:** Trainers and trainees will have an opportunity to provide constructive

feedback to trainees who practiced Exercise 4 from Session Four of

FIO.

Time: 20 minutes

Materials: Observation Form

#### Procedure:

- 1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### **FOLLOW-UP KEY POINTS**

- Designed to explore personal reactions
- Letter writing to experience reactions
- This may be difficult for participants so be aware of emotional reactions
- Remember to be aware of the literacy level of participants



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## **Trainer Script:**

We want to cover some key points about this exercise.

Exercise 4—What Do Testing and Test Results Mean to Me?

- This exercise is designed to explore the personal reactions that women and their partners may experience in relation to getting tested and receiving test results. As women connect these activities (testing and asking partners to get tested) to their personal values and goals, they are more likely to seriously consider these activities and to perform them.
- Letter-writing is another activity that is used in FIO. Women write letters to themselves or to their partners, although these letters are not mailed. This activity helps women really experience themselves doing the new behavior (for example, asking a partner to get tested) and feel what their reactions might be.
- This exercise may be difficult for women. Do not process, just read the letters. Instead, say something like: "We heard profound feelings today," and move on.
- Remember to offer options to low literacy participants so they can participate if they choose. Try offering to let women say their letters aloud or dictating letters to a facilitator.

BREAK—GIVE TRAINEES A 15-MINUTE BREAK



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# Session Four, Exercise 5: How Do I Request My Partner to Get Tested?

#### Walk-Through

**Purpose:** Trainees will become familiar with Exercise 5 of Session Four

Time: 10 minutes

Materials: Participant Workbook—Communication Tips

Poster—Communication Tips

Prepared Newsprint—Testing Role-Play Role-Play Cards—Negotiating Testing

Facilitator Guide

Trainers' Notes: Be sure to refer to all the materials needed for this exercise. The Communication Tips

Poster should be left on the wall for the rest of the training.

#### Procedure:

1. Request that trainees open their Facilitator Guide to Page 223, the first page of Exercise 5 of Session Four.

2. Conduct a Walk-Through of Exercise 5.

#### **Trainer Script:**

We will now Walk-Through Exercise 5. Please open your Facilitator Guide to Page 223 and follow along. This session provides the opportunity to practice asking a partner to get tested and ways of coping with emotional responses.

The set-up of this exercise is similar to Session Five, Exercise 4 which you will be practicing later today. Many of the same materials are used including the Communication Tips which are in the Participant Workbook on Page 59 and are also posted on the wall. Future exercises refer to these same Communication Tips so the poster will stay on the wall for the rest of the intervention. You will go through each communication tip together with one facilitator reading the tip and the other reading the examples from the Facilitator Guide. You will discuss how these tips relate to both new and steady partners.

You will divide the group into pairs and match pairs up so there are groups of four. The goal, characters, and guidance for observers will be written on newsprint as well as on role-play cards. The woman will try to use the Communication Tips to get the partner to agree to testing. The partner will communicate concerns. Observers will focus on the techniques and approaches used by the woman. Select some pairs to



be new couples and others to be steady partners.

Allow five minutes for the new partners to role-play and then one minute for feedback from observers. Then, allow steady partners to role-play for five minutes with one minute for feedback from observers. You will debrief the role-play with the participants, constantly referring back to the Communication Tips.

The Exercise will close by reading letters aloud from earlier in the Session.

3. Ask the trainees what questions they have. Answer questions and clarify points, as needed.



# Session Four, Exercise 6: How Do I Solve Problems Around Testing?

#### Walk-Through

**Purpose:** Trainees will become familiar with Exercise 6 of Session Four.

Time: 10 minutes (- \( \sum\_{\text{-}} \)

**Materials:** Blank Newsprint

Markers

Problems to be Solved Cards

Facilitator Guide

Prepared Newsprint—Four Steps to Problem Solving

#### Procedure:

 Request trainees to open their Facilitator Guide to Page 233, the first page of Exercise 6 of Session Four.

2. Conduct a Walk-Through of Exercise 6.

#### **Trainer Script:**

This exercise is designed to improve problem-solving skills around testing. Participants review the "meaning" letters that they wrote earlier in order to remind themselves of their personal values. Being aware of these values helps the participants solve problems more easily.

In other words, this exercise presents how personal values affect decision-making. Knowing what is important to you (such as being healthy, spiritual, respectful of others) will help you evaluate options for dealing with a problem.

To introduce values, women who wrote letters to their partners who had an STD, were HIV positive, or were free from infection are requested to read their letters. This exercise presents problem-solving steps, posted on newsprint: Define the problem, brainstorm ideas, evaluate the options, and choose one.

The facilitators then walk the participants through an example. Together, they go through the problem-solving steps Yvette should use.

The facilitators then divide the women into three small groups to practice the problem-solving steps.



3. Instruct participants to go to the Session Activities and Materials section and find the Problem-Solving Scenario cards.

#### **Trainer Script:**

Each group should be given one of the Problem-Solving Scenario cards. These are provided in the Session Activities and Materials section of your Facilitator Guide. Take a look at these scenarios.

Facilitators should go from group to group and coach as needed.

It is imperative that participants understand that they are to list possibilities without judging them. The facilitator should encourage brainstorming. If the participants begin to judge their answers, stop them, and remind them that in this step they are to list all possible actions and will have the chance to critique them later.

Finally, the facilitators should ask the group for some obstacles to getting themselves tested. The facilitators should link how the problem-solving steps could be used to overcome these obstacles.

That leads us to the last exercise.



## Session Four, Exercise 7: What is Next?

## Walk-Through

**Purpose:** Trainees will become familiar with Exercise 7 of Session Four.

Time: 5 minutes

Materials: Facilitator Guide

Prepared Newsprint—Session Four Main Points

Prepared Newsprint—Session Four Between-Session Goals

Participant Feedback Form

#### Procedure:

1. Request trainees to open their Facilitator Guide to Page 238, the first page of Exercise 7 of Session Four.

2. Conduct a Walk-Through of Exercise 7.

## **Trainer Script:**

Exercise 7: What is Next? is the conclusion of Session Four.

As we have previously stated, every session ends the same way. The facilitator reviews the session's main points, the next session's main points, homework assignments (if applicable), development of between-session goals, completion of Satisfaction Surveys, and showing of appreciation to each other.

The between-session goals for this session should be related to STDs and HIV/STD testing. Examples of between-session goals participants might make are get tested for HIV, practice asking a partner to get tested, read the STD Fact Sheet in the Participant Workbook, and make a list of the advantages/ disadvantages of testing in your current relationship.

3. Ask the trainees what questions they have. Answer questions and clarify points, as needed.



# Session Four: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review and ask questions about Session Four.

Time: 20 minutes (- )

Materials: Poster—Core Elements

**Core Elements:** #3, #5, #6 and #7



#### Procedure:

1. Ask trainees about their experience in being a part of the session.

#### **Trainer Script:**

Now let's talk about Session Four as a whole.

What do you think the main lessons from Session Four were?

How did Session Four build upon Session Three?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Four with your participants?

2. Review some other key points about Session Four.

#### **Trainer Script:**

We have gone over this Session in great detail. There are a few additional key points we would like to make.

Let's start with Exercise #1—What Happened Between Sessions?

- One of the main focuses of this exercise is to make participants feel relaxed and thank them for returning to another session of FIO. Facilitators must also check in with participants about their between-session goals. Facilitators want to encourage the women to not only identify a safer sex strategy they can employ but to begin acting on it which can first be with a friend, family member or partner if ready.
- It is important for the facilitator to follow through with the lottery; participants are often excited about the lottery and by now have become accustomed to the excitement of possibly going home with a gift.



The main point about Exercise #3 is: What Should I Do About Testing?

- To prepare for this session, each agency should prepare a list of testing resources—places that women in your groups can easily access HIV and STD testing for free. The Participant Workbook also contains an HIV Testing Information sheet with general information on HIV testing. To make this more useful for your participants, include supplemental information on state laws and regulations related to HIV including names reporting versus anonymous testing and partner notification.
- Participants tend to describe some personal experiences with HIV and STD testing, particularly around STD disclosure. It is essential that you create a safe environment and stress the need to keep the information shared within the group.
- 3. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this Session.
- 4. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #3: Reinforce women's sexual and relationship rights.

Core Element #5: Emphasize the women have choices in how they protect themselves.

Core Element #6: Provide accurate information about HIV/STD risk and testing.

Core Element #7: Build skills for safer sex.

5. Ask the trainees what questions they have about Session Four. Answer questions and clarify points, as needed.



Session Five: How Do I Ask My Partner to Use Protection?

#### Introduction

**Purpose:** Trainees will become familiar with the objectives, rationale, and format of Session Five.

Time: 10 minutes (- \-

Materials: Slides #3-4

Facilitator Guide Participant Workbook

#### Procedure:

1. Instruct trainees to open their Facilitator Guide to Page 273, the beginning of Session Five.

2. Show Slides #3 and #4 and review Session Five objectives.

## **Trainer Script:**

After completing this session, participants will be able to:

- Demonstrate how to request a casual or new partner to wear a condom or accept her using a female condom during sex.
- Demonstrate how to request a steady partner to wear a condom or accept her using a female condom during sex.
- Demonstrate how to respond assertively to negative attitudes toward using protection and how to counter these attitudes.
- Demonstrate how to respond effectively to a difficult partner reaction, such as when a partner displays anger over being asked to wear a condom.
- Describe what types of sexual activities are considered to be "outercourse."



#### Session 5 Objectives

After completing this session, participants will be able to:

- Demonstrate how to request a casual or new partner to wear a condom or accept her using a female condom during sex.
- Demonstrate how to request a steady partner to wear a condom
  or accept her using a female condom during say.
- Demonstrate how to respond assertively to negative attitudes toward using protection and how to counter these attitudes.

Session 5 Objectives (cont.)

After completing this session, participants will be able to:

THE FUTURE IS OURS

- Demonstrate how to respond effectively to a difficult partner reaction, such as when a partner displays anger over being asked to wear a condom.
- Describe what types of sexual activities are considered to be "outercourse."

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3. Review the session rationale.

## **Trainer Script:**

Let us review the rationale for this session.

Session Five is designed to enable women to ask a partner to use a condom or accept the use of the female condom.

The sexual behaviors we are trying to encourage occur in situations with a partner. These situations can arise in either a casual relationship or in a more committed one. This session provides women an opportunity to practice asking a casual or new partner and a steady partner to wear protection or accept the women's use of a female condom.

In this session, women will explore what it means to them to ask a partner to use protection or to accept the use of a female condom. To have behavior change, both partners must share the same understanding of safer sex. First, women's own attitudes that present barriers toward safer sex are confronted and modified. Communication skills introduced in Session Four are applied within this session to ask both casual and steady partners to use condoms or accept the use of the female condom. These skills are both demonstrated and practiced.

Women use brainstorming and practice using "self-talk" to learn how to handle situations in which the partner becomes angry or says, "You don't trust me." "Outercourse" is also explored as another avenue for practicing safer sex.

Group building takes place through the positive introductions, sharing of feelings related to asking a partner to use protection and by showing appreciation to each other. Throughout the session, the emphasis is on skill development, reduction of barriers to skill use, and problem solving.

4. Discuss the format of Walk-Throughs, Practices, and Demonstrations.

## **Trainer Script:**

For Session Five we will be demonstrating Exercise 2. The practice exercises include Exercises 3, 4, 5, and 6. As we have been doing, we will review the omitted exercises in-depth.

5. Ask trainees what questions they have about Session Five overall. Answer questions and clarify points, as needed.



Session Five, Exercise 2: What Would It Mean to Ask My Partner?

#### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 2 of Session Five.

Time: 20 minutes

Materials: Scripted Role-Play—Yvonne and Carlos"

Blank Newsprint

Markers

Facilitator Guide

Trainers' Notes: Trainers must limit themselves to the allocated 20 minutes to conduct Exercise 2 from

the session.

#### Procedure:

- 1. Explain that we will skip Exercise 1. Emphasize that each FIO session begins consistently.
- 2. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.
- 3. Remind trainees about the rules for acting as participants.

#### **Trainer Script:**

We will now begin demonstrating Exercise 2. Please get into your participant roles by moving to the participant circle and flipping over your nametag.

Remember that you are a heterosexually active woman between the ages of 18 and 30.

You cannot "stop the action." We will answer facilitation-related questions at the end of the Demonstrations and Practices.

Okay, let's begin.

- 4. Follow the Facilitator Guide for Exercise 2 of Session Five, Pages 283-285.
- 5. Restrict yourself to 20 minutes to conduct the demonstration.



LUNCH—GIVE TRAINEES A 60-MINUTE BREAK



## Session Five, Exercise 3: How Can I Prepare for Asking My Partner?

#### **Trainee Practice Observation**

**Purpose:** Trainees will practice the facilitation of Exercise 3 of Session Five.

**Time:** 15 minutes (5 minute introduction and 10 minutes facilitation)

**Materials:** Blank Newsprint

Markers

Partner Statements and Reason Statements

Observation Forms

Flashcards for 5, 2, and 1 minute remaining

#### Procedure:

- 1. Instruct trainees to break role for a moment by flipping over their nametag. They may remain in the circle while they listen to instructions.
- 2. Explain that Exercise 3 will be practiced by the assigned pair.
- 3. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 4. Remind participants of the format and expectations of trainees during practice exercises.

## **Trainer Script:**

Break role for a moment by flipping your tag while we introduce Exercise 3. You can stay in the circle as we will only be out of role for a moment.

\_\_\_\_\_ and \_\_\_\_ (names of pair), will lead Exercise 3.

My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.

Exercise 3 is designed to be conducted in 10 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.



Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

- 5. Ask trainees about their questions. Answer questions and clarify points, as needed.
- 6. Provide general information about Trainee Practice Exercises.

### **Trainer Script:**

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

7. Instruct participants to flip their nametags to their fake participant names.

#### **Trainer Script:**

Let's get started. We are now switching modes and beginning the assigned practice of Session Five. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Get back into your participant roles. Here's Exercise 3.

- 8. Assigned Trainees should follow the Facilitator Guide for Exercise 3 on Pages 286-288.
- 9. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 3: How Can I Prepare for Asking My Partner?

- Did the trainees provide sufficient instructions and adequately answer participant questions?
- Did the trainees keep the session lively?
- Did the trainees maintain a fast pace?



- 10. Provide 5, 2 and 1 minute warnings to the trainees.
- 11. Stop the action after 10 minutes.



# Session Five, Exercise 3: Trainee Practice Feedback

**Purpose:** Trainers and trainees will have an opportunity to provide constructive

feedback to trainees who practiced Exercise 3 from Session Five of FIO.

Time: 20 minutes

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Materials: Observation Form

"Thanks" Chips

#### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

## **FOLLOW-UP KEY POINTS**

- Skills-oriented
- Countering negative beliefs
- Increase comfort with one-lines

#### **Trainer Script:**

We want to cover some key points about this exercise.

Exercise 3—How Can I Prepare for Asking My Partner?

This exercise is the skills-oriented component of the session. Here women practice one-liners to counter negative beliefs. This is a lively exercise and is meant to loosen women up for the role-plays to come.



## Session Five, Exercise 4: Asking a Partner to Protect Us

#### **Trainee Practice**

**Purpose:** Trainees will practice the facilitation of Exercise 4 of Session Five.

**Time:** 35 minutes (5 minutes introduction and 30 minutes facilitation)



Materials: Poster—Communication Tips

Participant Workbook—Communication Tips

Participant Workbook—Scripted Role-Play: "Sandy and Phi"l Participant Workbook—Scripted Role-Play: "Krista and Karim"

Prepared Newsprint—Donna and Jeff

Facilitator Guide

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

**Trainers' Notes:** Trainees have only the allocated 30 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5 minutes,

2 minutes, and 1 minute. Call time after 30 minutes.

#### Procedure:

- 1. Instruct trainees that Exercise 4 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

Trainer Script:			
and (names of pair), will lead the exercise.			
My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.			

Exercise 4 is designed to be conducted in 30 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.



Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

- 4. Ask trainees about their questions. Answer questions and clarify points, as needed.
- 5. Provide general information about Trainee Practice Exercises.

### **Trainer Script:**

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

6. Instruct participants to flip their nametags to their fake participant names.

#### **Trainer Script:**

Let's get started. We are now switching modes and beginning the assigned practice of Session Five. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Get back into your participant roles. Here's Exercise 4.

- 7. Assigned Trainees should follow the Facilitator Guide for Exercise 4 on Pages 289-300.
- 8. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:



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#### Exercise 4: Asking a Partner to Protect Us

- Did the trainees review the Communication Tips and how they can be applied when asking a partner to use a male condom or accept the use of the female condom?
- Did the trainees model asking a casual partner using Sandy and Phil role-play?
- Did the trainees guide the participants through the Communication Tips to see how Sandy applied them?
- Did the trainees review how the Communication Tips can be applied to steady partners?
- Did the trainees adequately process the Krista and Karim scripted role-play?
- Did the trainees break the group up into smaller groups of four participants (one group may have three participants if there is an odd number of women attending)?
- Did the trainees provide adequate role-play instructions?
- Did one pair play a casual relationship and another pair play a steady relationship?
- Did the trainees adequately process each role-play?



# Session Five, Exercise 4: Trainee Practice Feedback

Trainers and trainees will have an opportunity to provide constructive feedback to train-Purpose:

ees who practiced Exercise 4 from Session Five of FIO.

20 minutes Time:



#### Procedure:

- 1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what each of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### FOLLOW-UP KEY POINTS

- Skills building
- Use Communication Tips (briefly)
- Asking new partners to use condoms can be easier than asking steady partners

**Trainer Script:** We want to cover some key points about this exercise.

Exercise 4—Asking a Partner to Protect Us

This exercise is the skills-oriented component of the session. Here women practice introducing the topic of protected sex and asking a man to use a male condom or accept a female condom. Women use the Communication Tips introduced in Session Four. Since these Communication Tips are a review, do not spend a great deal of time reviewing each tip. Instead, emphasize their application in this particular situation—asking a partner to use condoms. Asking a new, casual partner to use condoms is oftentimes easier than asking steady partners. Role-playing both scenarios is used.



Session Five, Exercise 5: How Do I Deal With Difficult Situations?

## **Trainee Practice Observation**

**Purpose:** Trainees will practice the facilitation of Exercise 5 of Session Five.

**Time:** 25 minutes (5 minutes introduction and 20 minutes facilitation)

**Materials:** Blank Newsprint

Markers

Participant Workbook—Dealing with Difficult Reactions from Partners

Participant Workbook—Self-Talk

Facilitator Guide

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

**Trainers' Notes:** Trainees have only the allocated 20 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information about the amount of time they have remaining in their facilitation. Show flashcards for 5

minutes, 2 minutes, and 1 minute. Call time after 20 minutes.

#### Procedure:

- 1. Explain to trainees that the assigned pair will facilitate Exercise 5.
- Remind participants of the format and expectations of trainees during practice exercises.
- 3. Instruct trainees to flip their nametags and resume their participant roles.

#### **Trainer Script:**

Let's have our next trainee pair begin the practice of Exercise 5.

We have allowed 20 minutes to conduct the practice of Exercise 5 for this session. This is the actual time you will have allocated to conduct this exercise.

Let's get started. Flip your nametags and get back into your participant roles. Here's Exercise 5.

4. Assigned Trainees should follow the Facilitator Guide for Exercise 5 on Pages 301-306.



5. Trainers observe and fill out the trainee Observation Form. First, write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 5: How Do I Deal With Difficult Situations?

- Did the trainee provide clear and complete instructions for the brain-storming partner reactions activity?
- Did the trainee link participant-generated ideas to deal with partner reactions with techniques included in the guide to *Dealing With Difficult Reactions From Partners*?
- Did the trainee review the guidelines adequately?
- Did the trainee provide a review of self-talk and refer participants to further information on self-talk in the Participant Workbook?
- Did the trainee transition to the next exercise on "outercourse?"
- 6. Provide 5, 2, and 1 minute warnings to the trainees.
- 7. Stop the action after 20 minutes.



# Session Five, Exercise 5: Trainee Practice Feedback

**Purpose:** Trainers and trainees will have an opportunity to provide constructive

feedback to trainees who practiced Exercise 5 from Session Five of FIO.

Time: 20 minutes (- \-

Materials: Observation Form

"Thanks" Chips

#### Procedure:

- 1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

## **FOLLOW-UP KEY POINTS**

- Limit personal story-telling
- List examples on newsprint
- Focus on constructive responses

#### **Trainer Script:**

We want to cover some key points about this exercise.

Participants often want to share personal stories about how their partners became angry or had other negative responses. Limit individual story-telling. List their examples on the newsprint and move on. This exercise should focus on constructive ways the women could deal with these responses.



## Session Five, Exercise 6: What is "Outercourse"—Non-Insertive Sex?

#### **Trainee Practice Observation**

Trainees will practice the facilitation of Exercise 6 of Session Five. Purpose:

Time: 20 minutes (5 minutes introduction and 15 minutes facilitation)



Materials: Jar of Honey

Scarf

Non-Oil-Based Massage Cream

An Erotic Book Telephone

Participant Workbook—Essence Magazine Article: Sacred Sex

Sex Toys (external)

Participant Workbook—Safely Using And Maintaining Sex Toys

Facilitator Guide

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

Trainers' Notes: Trainees have only the allocated 15 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5 minutes,

2 minutes, and 1 minute. Call time after 15 minutes.

## Procedure:

- 1. Explain to trainees that the assigned pair will facilitate Exercise 6.
- 2. Remind participants of the format and expectations of trainees during practice exercises.
- 3. Instruct trainees to flip their nametags and resume their participant roles.

## **Trainer Script:**

Let's have our next trainee pair begin the practice of Exercise 6.

We have allowed 15 minutes to conduct the practice of Exercise 6 for this session. This is the actual time you will have allocated to conduct this exercise.

Let's get started. Get back into your participant roles. Here's Exercise 6.



- 4. Assigned trainees should follow the Facilitator Guide for Exercise #6 on Pages 306-310.
- 5. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 6: What Is "Outercourse"—Non-Insertive Sex?

- Did the trainee provide a good introduction to "outercourse" as a substitute for insertive sex?
- Did the trainee seem comfortable with the material?
- Did the trainee encourage the women to discuss how they feel about "outercourse?"
- Was the trainee able to answer questions about the sex toys?
- Did the trainee explain how to be safe when using sex toys?
- 6. Provide 5, 2, and 1 minute warnings to the trainees.
- 7. Stop the action after 15 minutes.



# Session Five, Exercise 6: Trainee Practice Feedback

Purpose: Trainers and trainees will have an opportunity to provide constructive feedback to train-

ees who practiced Exercise 6 from Session Five of FIO.

Time: 15 minutes (- )

### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

## FOLLOW-UP KEY POINTS

- Encourage fun
- Make "outercourse" seem sexy

## **Trainer Script:**

We want to cover some key points about Exercise 6: What Is "Outercourse?"—Non-Insertive Sex?

This exercise lifts the mood and energy levels of the women. Encourage women to have fun with this exercise. You could offer a prize to the group who comes up with the most erotic things to do with their objects. "Outercourse" should seem like a fun, sexy option.



## Session Five, Exercise 7: What is Next?

### Walk-Through

**Purpose:** Trainees will become familiar with Exercises 7 of Session Five.

Time: 5 minutes

Materials: Prepared Newsprint—Session Five Main Points

Prepared Newsprint—Session Five Between-Session Goals

Participant Feedback Form

## Procedure:

1. Request that trainees open their Facilitator Guide to Page 312, the first page of Exercise 7 of Session Five.

2. Conduct a Walk-Through of Exercise 7.

## **Trainer Script:**

Exercise 7: What is Next? is the conclusion of Session Five on Page 312 of the FG. As we have previously stated, every session ends the same way. The facilitator reviews the session's main points, a review of the next session's main points, homework assignment (if applicable), development of between-session goals, completion of Satisfaction Surveys, and showing of appreciation to each other. The between-session goals should be related to talking to partners about using a male or female condom or outer-course activities.

Examples of possible between-session goals include:

- Role-play with a friend asking a partner to use a condom
- Role-play with a male friend asking your partner to accept you using a female condom
- Write a letter to your partner (don't mail it) asking him to wear a condom or for you to wear a female condom
- Make a list of reasons for your partner to agree to wearing a condom
- Think of some "outercourse" activities you may want to try with a sex partner
- Read the material in your Workbook on Self-Talk, and decide how <u>you</u> can use Self-Talk to psych you
  up to introduce condom use, or even your life in general



Session Five: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review Session Five and ask questions.

Time: 20 minutes

Materials: Poster—Core Elements

Core Elements: #3, #5, #7 and #8



#### Procedure:

1. Ask trainees about their experience in being a part of the session.

2. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.

## **Trainer Script:**

Now let's talk about Session Five as a whole.

What do you think the main lessons from Session Five were?

How did Session Five build upon Session Four?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Five with your participants?

Did you feel comfortable with the material and the sexual terms being used?

3. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #3: Reinforce women's sexual and relationship rights.

Core Element #5: Emphasize the women have choices in how they protect themselves.

Core Element #7: Build skills for safer sex.

Core Element #8: Teach women how to address negative reactions and resistance to safer sex, as well as to recognize and deal with relationship violence and other forms of abuse.

4. Ask the trainees what questions they have about Session Five. Answer questions and clarify points, as needed.

#### **END DAY 3**





Day 4

# **Purpose**

Module IV: Facilitation, continued

• Trainees will have the opportunity to see trainers and fellow trainees facilitate sections of sessions and to practice facilitating sessions.



# Day 4

# Agenda

Questions and Review From Day 3	15 minutes
Introduction Session Six and Walk-Through Exercise 1	10 minutes
Demonstration Session Six, Exercise 2	20 minutes
Practice Session Six, Exercise 3	25 minutes
Feedback Session Six, Exercise 3	15 minutes
Break	15 minutes
Practice Session Six, Exercise 4	50 minutes
Feedback Session Six, Exercise 4	15 minutes
Walk-Through Session Six, Exercises 5 and 6	10 minutes
Questions and Discussion Session Six	15 minutes
Lunch	60 minutes
Introduction Session Seven and Walk-Through Exercise 1	10 minutes
Practice Session Seven, Exercise 2	25 minutes
Feedback Session Seven, Exercise 2	15 minutes
Practice Session Seven, Exercise 3	50 minutes
Feedback Session Seven, Exercise 3	15 minutes
Break	15 minutes
Practice Session Seven, Exercise 4	25 minutes
Feedback Session Seven, Exercise 4	15 minutes
Demonstration Session Seven, Exercise 5	20 minutes
Demonstration Session Seven, Exercise 6	15 minutes
Questions and Discussion Session Seven	15 minutes
Total	<b>470 minutes</b> (8 hrs. 20 mins.)
	(5 1113. 25 111113.)



Day 4

<b>✓</b>	Materials Checklist
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils
	Paper
	Markers
	Masking Tape
	Laptop, LCD and Screen
	Facilitator Guide (1 for each participant)
	"Thanks" Chips
	Nametags (1 per participant)
	Scenario Cards—Influencing a Partner
	Flashcards for 5 minutes left, 2 minutes left, and 1 minute left
	Observation Forms
	Participant Feedback Forms
	Resource list of service providers that serve battered women and abusive men
	Slides #1-3



**Materials Checklist** Participant Workbook Tips to Influence Your Partner Scripted Role-Play: "Theresa and Gabriel" Scripted Role-Play: "No!" Scripted Role-Play: "Inez and Wilfredo" Scripted Role-Play: "Patricia and Tommy" Scripted Role-Play: "Janet and Richard" **Communication Tips** Scripted Role-Play: "Maria and Tony" **Group Rules Examples of Abuse** Dealing with Abuse Handouts Trainees' Agenda for Day 4 **Posters Core Elements Key Characteristics** M-ARRM Feeling Thermometer **Communication Tips Prepared Newsprint** Trainees' Agenda for Day 4 Influencing Tips Session Six Main Points Session Six Between-Session Goals Questions on Abstinence Parking Lot Session Seven Main Points

Session Seven Between-Session Goals



## Questions and Review of Day 3

**Purpose:** Trainees will have the opportunity to ask questions about any aspect of Day 3.

Time: 15 minutes

**Trainers' Notes:** Trainers will have reviewed the "Parking Lot" newsprint, organized the questions into

categories, and prepared to address the questions before this section begins.

If there are more questions than time to address them in the allocated time, trainers and trainees can decide to return to the questions at the end of Day 4 if time permits.

## Procedure:

1. Welcome trainees back to Day 4.

- 2. Address questions in the "Parking Lot." If questions will be answered later in the training, leave them until that time. If questions remain after 5 minutes, save them for the end of Day 4.
- 3. Briefly review Day 3 and ask the trainees questions to jog their memories.

## **Trainer Script:**

Let's take a second to remember what we did yesterday. We went through Sessions Four and Five which were about testing and asking partners to use protection.

- Does anyone remember an activity from Session Four? What was the main point?
- Does anyone remember an activity from Session Five? What was the main point?

Today we are going to move beyond those subjects to discuss influencing partners.

4. Ask the trainees what questions they have about Day 3. Answer questions and clarify points, as needed.



Session Six: How Do I Influence My Partner to Use Protection?

#### Introduction

**Purpose:** Trainees will become familiar with the objectives, rationale, and format of Session Six.

Time: 10 Minutes

Materials: Facilitator Guide

Slide #2

#### Procedure:

1. Instruct trainees to open their Facilitator Guide to Page 345, the beginning of Session Six.

2. Show Slide #2 and review Session Six objectives.

## **Trainer Script:**

After completing this session, participants will be able to:

- Describe an approach or technique that they typically use to influence their partner.
- List the steps to take to prepare for influencing their partners to engage in protected sex.
- Demonstrate how to express their need for protection to their partners.
- Demonstrate a strategy to influence condom use in their particular relationship.
- Describe a way to make condom use more erotic.



After completing this session, participants will be able to:

- Describe an approach or technique that they typically use to influence their partner
- List the steps to take to prepare for influencing their partners to engage in protected sex
- Demonstrate how to express their need for protection to their partners
- Demonstrate a strategy to influence condom use in their particular relationship
- Describe a way to make condom use more erotic

2



3. Review the session rationale.

## **Trainer Script:**

The main point of Session Six is to provide women with opportunities to examine effective ways to manage conflict within a couple and to apply these strategies to influencing a partner toward making safer sex decisions.

A woman's desire and ability to encourage condom use is affected by her relationship. Both the relationship and the attempt to change a behavior within the relationship have specific meaning to women in terms of how they see themselves and the relationship, their future goals, and the options they see available to them. Therefore, this session first explores personal meaning and values before demonstrating and practicing ways to approach making a change. It is emphasized that women have choices, and the choices have consequences. For example, there are choices of whether to approach a partner, when and where to make an approach, and different ways to influence a partner to use protection.

The skills taught are framed within the context of the women's relationships. Couples approach conflict and problem solving in different ways. A couple's effectiveness to handle conflict involves the balance of the positive and negative in their relationships. Effective couples get out of negative interchanges more quickly than ineffective couples do. To be effective in influencing a partner to use protection, women need to build on past successes and prepare carefully for introducing the need for protection. Being assertive while responding to the partner's values, culture and self-esteem is critical in implementing an influencing strategy.

In this session women explore and practice different strategies to encourage condom use.

4. Discuss the format of Walk-Throughs, Demonstrations, and Practices.

## **Trainer Script:**

Just like with other sessions, we will demonstrate some sessions, practice some sessions and walk through others. As we've discussed, Exercise 1 is consistent throughout FIO. We will start today by demonstrating Exercise 2 and then you will practice Exercises 3 and 4. Lastly, we will walk you through Exercises 5 and 6.

5. Ask the trainees what questions they have about Session Six overall. Answer questions and clarify points, as needed.



# Session Six, Exercise 2: How Do I Usually Influence My Partner?

#### Trainer Demonstration

**Purpose:** Trainers will demonstrate the facilitation of Exercise 2 of Session Six.

Time: 20 minutes

Materials: None

Trainers' Notes: Trainers must limit themselves to the allocated 20 minutes to conduct

Exercise 2 from this session.

#### Procedure:

1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.

2. Remind trainees about the rules for acting as participants.

#### **Trainer Script:**

We will now begin demonstrating Exercise 2. Please get into your participant roles. Put on your participant nametag.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant. If you have questions about the exercise as a future facilitator, please write these questions on the Post-its. We will answer facilitation-related questions at the end of the Session Six Demonstrations and Practices.

Okay, let's begin.

- 4. Follow the Facilitator Guide for Exercise 2 of Session Six, Pages 353-356.
- 5. Restrict yourself to 20 minutes to conduct the demonstration.
- 6. Break roles once you have completed the exercise by instructing trainees to flip over their nametags.



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## Session Six, Exercise 3: How Can You Influence Your Partner?

#### **Trainee Practice Observation**

**Purpose:** Trainees will practice the content and skills needed to implement Exercise 3 from

Session Six.

**Time:** 25 minutes (10 minutes introduction and 15 minutes facilitation)

Materials: Facilitator Guide

Poster—Communication Tips

Prepared Newsprint—Influencing Tips

Participant Workbook—Tips to Influence Your Partner

Participant Workbook—Scripted Role-Play: "Theresa and Gabriel"

Blank Newsprint

Markers

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

Trainers' Notes: All trainees should be acting as participants in order to better understand the in-

tervention. Trainees have 15 minutes to conduct the selected exercise from the session. Since there is no scheduled break for FIO, this demonstration should be

conducted without breaks.

#### Procedure:

1. Instruct trainees that Exercise 3 will be practiced by the assigned pair.

2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.

3. Remind participants of the format and expectations of trainees during practice exercises.



Trainer Script:	
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\_\_\_\_ and \_\_\_\_\_ (names of pair), will lead the exercise.

My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.

Exercise 3 is designed to be conducted in 15 minutes. This is the actual time you will have allocated to conduct this exercise, so we will be seeing how to complete each of the exercises within the time constraints. We will let the facilitators know when they have 5, 2, and 1 minute left in their facilitation.

Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

- 4. Ask trainees about their questions. Answer questions and clarify points, as needed.
- 5. Refresh their memories about Trainee Practice Exercises.

## **Trainer Script:**

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

6. Instruct participants to flip their nametags to their fake participant names.

## **Trainer Script:**

Let's get started. We are now switching modes and beginning the assigned practice of Session Six. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Get back into your participant roles. Here's Exercise 3.



- 7. Assigned Trainees should follow the Facilitator Guide for Exercise 3 on Pages 357-363.
- 8. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 3: How Can You Influence Your Partner?

- Did the trainee make a connection between the previous exercise and this—namely that once you identify your own style of influencing your partner, you can consider what is the most effective communication strategy for you?
- Did the trainee cover the "Tips to Influencing Your Partner" clearly and connect them to other, relevant themes when appropriate?
- Did the trainee conduct the "Theresa and Gabriel" role-play and sufficiently cover a post-role-play processing discussion?
- 9. Provide 5, 2, and 1 minute warnings to the trainees.
- 10. Stop the Action after 15 minutes.



Session Six, Exercise 3: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Trainee Practice of Exercise 3, Ses-

sion Six.

Time: 15 minutes (- \

Materials: Observation Form "Thanks" Chips

**Trainers' Notes:** When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO inter-

vention.

#### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

## FOLLOW-UP KEY POINTS

- Guidelines provided
- Connection to previous activity
- Discomfort about limits to influence
- Pace of exercise and reading aloud
- Social Learning Theory application



## **Trainer Script:**

We want to cover some key points about some of the activities and this session in general.

Exercise 3 presents guidelines a woman can use in trying to influence her partner to use protection. This follows the previous exercise—once a woman identifies her particular negotiation strategies and their effectiveness, she is better equipped to figure out what methods of influence will be most effective for her moving forward.

There may be discomfort among participants about limits in their ability to influence partners. Think back to the Sexual Rights exercise in Session One.

Remember to be flexible—you may need to carefully balance between participant and facilitator reading if participants have low literacy skills and slow down the pace of the exercise.

Be attuned to the group dynamics of sharing experiences and stories. Encourage participants to learn from the sharing and hearing of stories. This process provides support and role modeling which we've discussed are key components of Social Learning Theory.

Recognize that women may have limits on what they can and want to do—try to find their motivation and help them to use the communication and influencing tips to more effectively work with their partners.

**BREAK—GIVE TRAINEES A 15-MINUTE BREAK** 



Session Six, Exercise 4: Practicing How to Influence a Partner

#### **Trainee Practice Observation**

**Purpose:** Trainees will demonstrate the content and skills needed to implement Exercise 4 from

Session Six.

Time: 50 minutes (10 minute Introduction, 40 minute Facilitation)

Materials: Facilitator Guide

Participant Workbook—Tips to Influence Your Partner

Scenario Cards—Influencing a Partner

Poster—Communication Tips

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

Trainers' Notes: All trainees should be acting as participants in order to better understand the interven-

tion. Trainees have 40 minutes to conduct the selected exercise from the session. Since there is no scheduled break for FIO, this demonstration should be conducted without

breaks.

## Procedure:

- 1. Explain to trainees that the assigned pair will facilitate Exercise 4.
- 2. Remind participants of the format and expectations of trainees during practice exercises.
- 3. Instruct trainees to flip their nametags and move to the participant circle.

## **Trainer Script:**

We will not be taking a break once we begin. Let's get started. We are now switching modes and beginning the practice of Session Six. Again, we will not have time to interrupt the practice to ask implementation questions. We will address any of these questions afterwards. Okay, let's begin.



- 4. Assigned trainees should follow the Facilitator Guide for Exercise 4, Session Six, Pages 364-367.
- 5. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 4: Practicing How to Influence a Partner

- Did the trainee prepare the newsprint "Tips on Influencing Your Partner" prior to start of the session?
- Did the trainee direct participants to the scenarios found in the Participant Workbook?
- Did the trainee follow the instructions for pairing up the group to role-play scenarios they selected?
- Did the trainee provide appropriate instruction to the pairs who were acting out the role-plays and to the observers?
- Did the trainee elicit feedback from the group including the actors and the observers to determine
  if they were able to resonate with the scenario they performed? Do they feel they would be able to
  implement any of the strategies included in the "Tips on Influencing Your Partner" in their real
  lives?
- Was the trainee able to manage the time allotted for the exercise?
- Did the trainee use "Thanks" Chips appropriately?
- 6. Provide 5, 2, and 1 minute warnings to the trainers.
- 7. Stop the action after 40 minutes.



Session Six, Exercise 4: Trainee Practice Feedback

Purpose: Trainers and trainees will provide feedback on the Trainee Practice of Exercise 4, Ses

sion Six.

Time: 15 minutes

5 minutes

Materials: Observation Form "Thanks" Chips

Trainers' Notes: When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the

FIO intervention.

#### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what each of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

## FOLLOW-UP KEY POINTS

- Opportunity to practice influencing a partner
- Models through a fictional character



## **Trainer Script:**

We want to cover some key points about some of the activities and this session in general.

This exercise is designed to provide participants with the opportunity to practice influencing a partner. Each woman is given the chance to role-play a woman who is influencing a man to use a condom. The action of assuming a fictional character for the role-play provides women the chance to act as the effective person she wishes to be.



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Session Six, Exercise 5: How Can Using a Condom Be Made Sexy?

Session Six, Exercise 6: What is Next?

## Walk-Through

Purpose: Trainees will become familiar with Exercises 5 and 6 of Session Six.

Time: 10 minutes

Materials: Facilitator Guide

Markers

Blank Newsprint

Prepared Newsprint—Session Six Main Points

Prepared Newsprint—Session Six Between-Session Goals

Participant Feedback Form

Trainers' Notes: Trainers must limit themselves to the allocated time.

#### Procedure:

- 1. Request that trainees open their Facilitator Guide to Page 368, the first page of Exercise 5 of Session Six.
- 2. Conduct a Walk-Through of Exercises 5 and 6.

#### **Trainer Script:**

Now you have seen Exercises 2, 3, and 4 demonstrated. There are two remaining exercises in Session Six which we will not demonstrate. Let's walk through Exercises 5 and 6.

Turn to Page 368 in the Facilitator Guide for the beginning of Exercise 5. The purpose of this exercise is to teach the participants ways to make using a condom more erotic, which will make acceptance and continuation of condom use easier to achieve. The exercise also highlights that women have choices about what would work for them during sex.

In this exercise you will divide the participants into three groups and give each group a marker and newsprint with instructions to brainstorm ways to make using condoms sexy. You will then share all the ideas, being sure that they are safe and consistent with good condom practices (e.g., no oily foods, etc.).

The last exercise, Exercise 6, is a chance to build group cohesion and summarize the session's content. Goal-setting will be completed, just like in previous sessions. Remember to use "Thanks" Chips to build self-esteem.



Session Six: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review Session Six and ask questions.

Time: 15 minutes (- )

Materials: Poster—Core Elements

Core Elements: #3, #5, #7 and #8



#### Procedure:

1. Ask trainees about their experience in being a part of the session.

## **Trainer Script:**

Now let's talk about Session Six as a whole.

What do you think the main lessons from Session Six were?

How did Session Six build upon Session Five?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Six with your participants?

- 2. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.
- 3. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #3: Reinforce women's sexual and relationship rights.

Core Element #5: Emphasize the women have choices in how they protect themselves.

Core Element #7: Build skills for safer sex.

Core Element #8: Teach women how to address negative reactions and resistance to safer sex, as well as to recognize and deal with relationship violence and other forms of abuse.

4. Ask trainees what questions they have about Session Six. Answer questions and clarify points, as needed.



LUNCH—GIVE TRAINEES A 60-MINUTE BREAK



Session Seven: How Do I Refuse Sex or Unprotected Sex?

#### Introduction

Trainees will become familiar with objectives, rationale, and format of Session Seven. Purpose:

10 minutes Time:

Materials: Facilitator Guide

Slide #3

#### Procedure:

- 1. Instruct trainees to open their Facilitator Guide to Page 385, the beginning of Session Seven.
- 2. Show Slide #3 and review Session Seven objectives.

### **Trainer Script:**

After completing this session, participants will be able to:

- Demonstrate how to refuse sex and unprotected sex.
- Explain what it means to them personally if a partner refuses to practice protected sex.
- Explain why abstinence is an option.
- Describe a sign of abuse in a relationship.
- Describe a self-protective strategy that can be used in an abusive relationship.
- Name a place to get additional help to deal with abuse if needed.



## After completing this session, participants will be able to:

Demonstrate how to refuse sex and unprotected sex

- Explain what it means to them personally if a partner refuses to practice protected sex
- Explain why abstinence is an option
- Describe a sign of abuse in a relationship
- Describe a self-protective strategy that can be used in an abusive relationship
- Name a place to get additional help to deal with abuse if needed



Review the session rationale.

## **Trainer Script:**

The main point of Session Seven is to provide women opportunities to refuse unsafe sex.

In many cultures, women are expected to do what men ask of them. At the same time they are expected to be responsible for managing important decisions such as contraception and setting sexual limits. In these environments, many women may have little experience in taking an assertive stance and saying "no" to sex. In addition, they are hampered by the common belief that their role is to please men.

Sometimes women may have to refuse sex without protection. This session provides the participants an opportunity to practice refusing unprotected sex and to explore what refusal means to them.

The session also points out that women have critical choices to make to set sexual limits to protect themselves. The session begins with an activity on abstinence using recently published magazine articles. Participants then learn and role-play strategies to refuse unsafe sex and use letter-writing to explore the meaning of a partner's refusal to use protection. Finally, women identify ways to recognize and deal with abuse.

4. Discuss the format of Walk-Throughs, Demonstrations, and Practices.

### Trainer Script:

Just like the other sessions, we will demonstrate some exercises, practice some exercises and walk through others. We will skip Exercise 1 because it is fairly uniform among the sessions. We will practice Exercises 2. 3. and 4 and we will demonstrate Exercises 5 and 6.

5. Ask the trainees what questions they have about Session Seven overall.



# Session Seven, Exercise 2: What About Life Without Sex?

#### **Trainee Practice Observation**

Purpose: Trainees will practice the content and skills needed to implement Exercise 2 from

Session Seven.

Time: 25 minutes (10 minutes Introduction, 15 minutes Facilitation)

**Materials:** Prepared Newsprint—Questions on Abstinence

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

Trainers' Notes: All trainees should be acting as participants in order to better understand the in-

tervention. Trainees have 15 minutes to conduct the exercise from the session.

#### Procedure:

Trainer Script:

- 1. Instruct trainees that Exercise 2 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

•
and (names of pair), will lead the exercise.
Exercise 2 is designed to be conducted in 15 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.
Feel free to jot down your questions in your notes to remind you, or after the practice, you may come up and post them on the "Parking Lot" newsprint.

Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.



- 4. Instruct trainees to flip their nametags and move to the participant circle.
- 5. Assigned trainees should follow the Facilitator Guide for Exercise 2 on Page 393.
- 6. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 2: What About Life Without Sex?

- Did the trainee make abstinence seem like a feasible option?
- Was the trainee able to convey that abstinence is an option and not something women should necessarily do?
- Did the trainee facilitate a productive conversation that was open and fully processed the option of abstinence?
- 7. Provide 5, 2, and 1 minute warnings to the trainees.
- 8. Stop the action after 15 minutes.



## Session Seven, Exercise 2: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Trainee Practice of Session Seven,

Exercise 2.

Time: 15 minutes

Materials: Observation Form

"Thanks" Chips

**Trainers' Notes:** When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO inter-

vention.

#### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names. They may remain in the participant circle.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### **FOLLOW-UP KEY POINTS**

- Present abstinence as reasonable
- Media can be powerful examples
- Can substitute for other media examples

## **Trainer Script:**

We want to cover some key points about this activity. Exercise 2 presents different passages from the media about abstinence. It is meant to present abstinence as a reasonable option but not to make it seem like the only option. If appropriate, other media sources can be used to better fit your population.



# Session Seven, Exercise 3: How Do I Refuse Unprotected Sex?

#### **Trainee Practice Observation**

Purpose: Trainees will demonstrate the content and skills needed to implement Exercise 3 from

Session Seven.

Time: 50 minutes (10 minutes Introduction and 40 minutes Facilitation)

**Materials:** Participant Workbook—Tips to Influence Your Partner

Participant Workbook—Communication Tips

Participant Workbook—"No!"

Participant Workbook—"Patricia and Tommy" Participant Workbook—"Inez and Wilfredo"

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

**Observation Forms** 

Poster—Communication Tips

Trainers' Notes: All trainees should be acting as participants in order to better understand the interven-

tion. Trainees have 40 minutes to conduct the exercise from the session.

#### Procedure:

- 1. Instruct trainees that Exercise 3 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.
- 4. Instruct trainees to flip their nametags to their participant names.

Trainer Script:	
and	_ (names of pair), will lead Exercise 3.

We are now switching modes again and beginning the practice of Exercise 3 of Session Seven. We will not be taking a break once the facilitators start so please save any questions until afterward. Please flip your nametags and enter role. Let's get started.



- 5. Assigned trainees should follow the Facilitator Guide for Exercise 3, Session Seven, Pages 396-401.
- 6. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

## Exercise 3: How Do I Refuse Unprotected Sex?

- Did the trainee clearly cover the "Communication Tips" and answer any questions about these?
- Did the trainee conduct the role-play, "NO" and follow this with a discussion about what "tips" were used in the role-play?
- Did the trainee conduct the "Patricia and Tommy" and "Inez and Wilfredo" role-plays as directed—did the volunteers receive role-play cards and did the trainees provide verbal instructions?
- Did the trainees debrief the role-plays afterwards—asking each volunteer one thing they liked and one thing they would have done differently?
- Did the trainees lead a processing discussion afterward, asking about the relevancy of these scenarios to participants' lives?
- 7. Provide 5, 2, and 1 minute warnings to the trainees.
- 8. Stop the action after 40 minutes.



# Session Seven, Exercise 3: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Trainee Practice of Session Seven,

Exercise 3.

*Time:* 15 minutes

Materials: Observation Form

Trainers' Notes: When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO

intervention.

#### Procedure:

- 1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### **FOLLOW-UP KEY POINTS**

- "Refuse" is used both to mean refusing unsafe sex and also handling a partner's refusal to use condoms
- Use the "Communication Tips" from Session Four
- There are two different approaches to refusing unsafe sex in the role-plays

### Trainer Script:

We want to cover some key points about this activity. Session Seven uses the Communication Tips first presented in Session Four. At first participants are asked to just bring up a topic, then they are asked to conduct more difficult negotiation, and finally they practice refusing unprotected sex. In Exercise 3, we see how role-plays are used to demonstrate refusal skills.



# Session Seven, Exercise 4: What Would It Mean to Me If He Refused?

#### **Trainee Practice Observation**

Purpose: Trainees will practice the content and skills needed to implement Exercise 4

from Session Seven.

**Time:** 25 minutes (10 minutes Introduction and 15 minutes Facilitation)

Materials: Paper

Pens/Pencils

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

**Trainers' Notes:** All trainees should be acting as participants in order to better understand the

intervention. Trainees have 15 minutes to conduct the exercise from the ses-

sion.

#### Procedure:

- 1. Instruct trainees that Exercise 4 will be practiced by the assigned pair.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

Trainer Script:	
and	(names of pair), will lead the exercise

My co-trainer and I will not be participating. We will be jotting down notes on the facilitation.

Exercise 4 is designed to be conducted in 15 minutes. This is the actual time you will have allocated to conduct this exercise so we will be seeing how to complete each of the exercises within the time constraints. We will be letting the facilitators know when they have 5, 2, and 1 minute left in their facilitation.

Feel free to jot down your questions in your notes to remind you, or after the practice you may come up and post them on the "Parking Lot" newsprint.



Remember, during the feedback portion of the practice, you will each be asked to comment on the things that the facilitators did effectively and things that you might do differently.

We will not be taking a break once we start the practice. Just to remind everyone, the reason we act as participants is to allow our trainees an opportunity to practice delivering FIO to a young adult female audience; additionally, it provides you with an opportunity to engage with FIO as you think your target population might. It's not done to try and "trip-up" trainees or to create group management issues that overshadow the material, so keep it fun.

Again, we will not have time to interrupt the demonstrations to ask implementation questions. We will address any of these questions after the demonstrations and practice.

4. Instruct participants to flip their nametags to their fake participant names.

## **Trainer Script:**

Let's get started. We are now switching modes and beginning the assigned practice of Session Seven. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Get back into your participant roles. Here's Exercise 4.

- 5. Assigned trainees should follow the Facilitator Guide for Exercise 4 on Pages 402-403.
- 6. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

#### Exercise 4: What Would It Mean to Me if He Refused?

- Did the trainee circulate the room offering help to those who needed it?
- Did the trainee create a comfortable environment for participants to share their letters?
- 7. Provide 5, 2, and 1 minute warnings to the trainees.
- 8. Stop the action after 15 minutes.



# Session Seven, Exercise 4: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Trainee Practice of Session Seven

Exercise 4.

Time: 15 minutes

Materials: Observation Form

Trainers' Notes: When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO

intervention.

#### Procedure:

1. After trainees have facilitated the session, instruct participants to break roles by flipping their nametags to their real names.

- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round: Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### **FOLLOW-UP KEY POINTS**

- Emotional experience
- Hopefully willing to read letters
- Use Feeling Thermometer



We want to cover some key points about this activity. Exercise 4 explores women's feelings about partner's refusal to have safe sex. This is often an emotional experience for the women. At this point in the group development, women should be open to reading their letters. Encourage women who have not shared previously to share their letters. Use the Feeling Thermometer to check-in with participants.



# Session Seven, Exercise 5: What If He Becomes Threatening?

## **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 5 of Session Seven.

Time: 20 minutes

Materials: Prepared Newsprint—Group Rules

Participant Workbook—Examples of Abuse Participant Workbook—"Janet and Richard" Participant Workbook—"Maria and Tony" Participant Workbook—Dealing with Abuse

Resource list of service providers that serve battered women and abusive men

Trainers' Notes: Trainers must limit themselves to the allocated 20 minutes to conduct Exercise 5 from

this session. Remember that some participants will have experienced abuse and will be uncomfortable with role-plays that involve aggressive or violent relationships. Allow

those who are uncomfortable to leave for the duration of this exercise.

#### Procedure:

1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.

2. Remind trainees about the rules for acting as participants.

## **Trainer Script:**

We will now demonstrate Exercise 5 of Session Seven. Please assume your participant role by moving to the participant circle and flipping over your nametag to your fake participant name.

Remember that this is a group for women 18-30 years old who are heterosexually active.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions at the end of the demonstration.

- 3. Follow the Facilitator Guide for Exercise 5 of Session Seven, Pages 404-413.
- 4. Restrict yourself to 20 minutes to conduct the demonstration.
- 5. Proceed straight to Exercise 6.



# Session Seven, Exercise 6: What is Next?

## **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 6 of Session Seven.

Time: 15 minutes

Materials: Prepared Newsprint—Session Six Main Points

Prepared Newsprint—Session Six Between-Session Goals

Participant Feedback Form

Trainers' Notes: Trainers must limit themselves to the allocated 15 minutes to conduct Exercise 6

from this session.

# Procedure:

1. Follow the Facilitator Guide for Exercise 6 of Session Seven, Pages 414-419.

2. Restrict yourself to 15 minutes to conduct the demonstration.



Session Seven: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review Session Seven and ask questions.

Time: 15 minutes

Materials: Poster—Core Elements

Core Elements: #5, #7 and #8



#### Procedure:

- 1. Instruct trainees to break role by leaving the participant circle and flipping their nametags to show their real names.
- 2. Ask trainees about their experience in being a part of the session.

## **Trainer Script:**

Now let's talk about Session Seven as a whole.

What do you think the main lessons from Session Seven were?

How did Session Seven build upon Session Six?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Seven with your participants?

3. Review some key points of Session Seven.

# **Trainer Script:**

We want to cover some key points about some of the activities and this session in general.

The main point about Exercise #5—What If He Becomes Threatening?

- This exercise teaches participants how to recognize and deal with abuse. Agency staff should provide participants with a resource list of service providers that serve women who have been abused.
- Participants may begin to provide personal stories of abuse. Since there is insufficient time to properly process personal experiences within the session, politely and promptly interrupt the participant. Thank her for sharing personal experiences, reflect that these are clearly personally important issues, and say that you are available after the session to talk with her in more detail about her experiences and refocus on the script.



4. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.

5. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:



Core Element #5: Emphasize the women have choices in how they protect themselves.

Core Element #7: Build skills for safer sex.

Core Element #8: Teach women how to address negative reactions and resistance to safer sex, as well as to recognize and deal with relationship violence and other forms of abuse.

6. Ask trainees what questions they have about the content of the Session. Answer questions and clarify points, as needed.

**END DAY 4** 



Day 5

# **Purpose**

Module IV: Facilitation, continued

• Trainees will have the opportunity to see trainers and fellow trainees facilitate sections of the sessions and to practice facilitating sessions.

Module V: Pre-Implementation

Introduce the trainees to the logistical issues and tasks for preparing to implement FIO.

Module VI: Maintenance and Management

• Trainees will learn the key issues for maintaining FIO.



# Day 5

# Agenda

Total	385 minutes
TOF Conclusion	65 Minutes
Evaluation	30 Minutes
Adaptation	30 Minutes
Recruitment, Retention, and Incentives	15 minutes
Agency Capacity Issues	20 minutes
Introduction	5 minutes
Lunch	60 minutes
Questions and Discussion Session Eight	15 minutes
Demonstration Session Eight, Exercise 8	15 minutes
Walk-Through Session Eight, Exercise 7	10 minutes
Break	15 minutes
Feedback Session Eight, Exercise 6	15 minutes
Practice Session Eight, Exercise 6	30 minutes
Walk-through Session Eight, Exercises 4 and 5	15 minutes
Demonstration Session Eight, Exercise 3	15 minutes
Walk-Through Session Eight, Exercise 2	10 minutes
Introduction Session Eight	10 minutes
Questions and Review From Day 4	15 minutes

**385 minutes** (6 hrs. 25 mins.)



Day 5

<b>√</b>	Materials Checklist
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils
	Paper
	Markers
	Masking Tape
	Laptop, LCD and Screen
	Facilitator Guide (1 for each participant)
	"Thanks" Chips
	Nametags (1 per participant)
	Lottery Tickets, Prize, and Bag
	TV/DVD Player
	Flashcards for 5 minutes left, 2 minutes left, and 1 minute left
	Observation Forms
	Participant Feedback Forms
	Scenario Cards—Situations that Lead to a Slip
	Safe Sex Kit
	Blank Index Cards
	Role-Play CardsInexperienced Young Woman and Experienced Woman
	Handout—Adaptation Exercises
	FIO Certificates of Participation
	TOF Certificates of Completion
	Slides #2-28
Participa	ant Workbook
	Body Map (Touching by Hand and Touching by Mouth)



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✓	Materials Checklist
Handout	S
	Trainees' Agenda for Day 5
Posters	
	Core Elements
	Key Characteristics
	M-ARRM
	Feeling Thermometer
	Communication Tips
	Enlarged Touching by Hand Body Map
Prepared	d Newsprint
	Trainees' Agenda for Day 5
	"Easy" and "Hard" Columns
	Parking Lot
	Categories for Safe and Fun Sex
	Session Eight Main Points



# Questions and Review of Day 4

Purpose: Trainees will have the opportunity to ask questions about any aspect of Day 4.

Time: 15 minutes (-

**Trainers' Notes:** Trainers will have reviewed the "Parking Lot" newsprint, organized the questions into categories, and prepared to address the questions before this section begins.

If there are more questions than time to address them in the allocated time, trainers and trainees can decide to return to the questions at the end of Day 5 if time permits.

#### Procedure:

1. Welcome trainees back to Day 5.

- 2. Address questions in the "Parking Lot." If questions will be answered later in the training, leave them until that time. If questions remain after 5 minutes, save them for the end of Day 5.
- 3. Briefly review Day 4 and ask trainees questions to jog their memories.

# **Trainer Script:**

Welcome back to the final day of the Training of Facilitators! Let's take a moment to remember what we did yesterday. Yesterday we went through Sessions Six and Seven which discussed influencing partners and refusing sex.

- Does anyone remember an activity from Session Six? What was the main point?
- Does anyone remember an activity from Session Seven? What was the main point?
- These topics all lead up to the maintenance we will discuss in Session Eight.
- 4. Ask the trainees what questions they have on Day 4. Answer questions and clarify points, as needed.



# Session Eight: How Do I Continue Protecting Myself and Others?

#### Introduction

**Purpose:** Trainees will become familiar with the objectives, rationale, and format of Session Eight.

Time: 10 minutes

Materials: Facilitator Guide

Slide #2

Core Elements: #1, #2, #4, #5 and #7



#### Procedure:

- 1. Instruct trainees to open their Facilitator Guide to Page 435, the beginning of Session Eight.
- 2. Show Slide #2 and Review Session Eight objectives.

# **Trainer Script:**

After completing this session, participants will be able to:

- Demonstrate comfort in talking about women's sexuality.
- Name what safer sexual activities please them.
- Demonstrate how to help others have safer sex.
- Describe a way to make sex more playful and enjoyable.
- Describe a way to handle slips in maintaining safer sex practices.

Make a commitment to taking steps to protect themselves, others, and their communities.



## Session 8 Objectives

After completing this session, participants will be able to:

- Demonstrate comfort in talking about women's sexuality.
- Name what safer sexual activities please them.
   Demonstrate how to help others have safer sex.
- Describe a way to make sex more playful and enjoyable.
- Describe a way to handle slips in maintaining safer sex practices.
- Make a commitment to taking steps to protect themselves others, and their communities.

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3. Review the session rationale.

#### **Trainer Script:**

The main point of Session Eight is to explore what gives participants pleasure and how to make sex more fun. In this session women are encouraged to understand that they can choose to seek sexual pleasure and develop ways to make sex more enjoyable.

This session also works to increase a woman's comfort level in talking openly about her sexuality, while learning ways that non-penetrative sex can be enjoyable.

It also explores how to handle slips in protecting oneself sexually. Women learn and practice skills to help them deal with relapse so that one encounter of unprotected sex is not interpreted as failure and does not cause them to give up using protection altogether.

This is wrapped-up with each woman being asked to personally commit to protecting herself, others, and her community in order to strengthen protection goals and long-term actions.

4. Discuss the format of the Walk-Throughs, Demonstrations, and Practices.

Just like the other sessions, in Session Eight we will demonstrate some Exercises, have you practice some, and walk through others.

We will skip Exercise 1 since it is similar in every session and we've already gone through it. We will walk-though Exercises 2, 4, 5, and 7 and we will demonstrate Exercises 3 and 8. You will practice facilitating Exercise 6.

Let's begin with the Walk-Through of Exercise 2.

5. Ask the trainees what questions they have about Session Eight overall. Answer questions and clarify points, as needed.



# Session Eight, Exercise 2: How Do I React to Talking About Female Sexuality?

# Walk-Through

**Purpose:** Trainees will become familiar with Exercise 2 of Session Eight.

Time: 10 minutes

Materials: Facilitator Guide

Role-Play Card—Inexperienced Young Woman and Experienced Woman

Prepared Newsprint—"Easy" and "Hard" columns

Trainers' Notes: Trainers must limit themselves to the allocated 10 minutes to walk through Exercise 2

of Session Eight.

#### Procedure:

- 1. Request that trainees open their Facilitator Guide to Page 444, the first page of Exercise 2 of Session Eight.
- 2. Conduct a Walk-Through of Exercise 2.

# **Trainer Script:**

After completing Exercise 1, which is similar to all the previous sessions, we will move on to Exercise 2. Let's walk through Exercise 2. Turn to Page 444 in the Facilitator Guide to look at Exercise 2.

The purpose of this exercise is to increase women's comfort with talking about sexual pleasures. To do that select two volunteers to read a scripted role-play between a woman who has had bad experiences with heterosexual sex and a woman who has had sexual pleasures with men. You can find the script in your Facilitator Guide and it is also in the Participant Workbook. You will then use the Feeling Thermometer for each character and the group so they can describe how talking openly about sexual matters made them feel. As with all role-plays, the facilitator processes the role-play by asking each participant what she liked about what was done and name one thing she would have done differently. You will finish by preparing newsprint with two columns, "Easy" and "Hard" and you will elicit reasons that talking about sexual matters is easy or hard for women.

This exercise will be built upon when following exercises ask women to explore their sexuality. Gauging comfort levels and exploring reactions will be an important foundation for moving forward.

3. Ask trainees what questions they have. Answer questions and clarify points, as needed.



# Session Eight, Exercise 3: What Are My Personal Sexual "Turn-Ons"?

#### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 3 of Session Eight.

Time: 15 minutes (-\)

Materials: Participant Workbook—Body Maps (Touching by Hand and Touching by Mouth)

Poster—Enlarged Touching by Hand Body Map

Markers

Trainers' Notes: Trainers must limit themselves to the allocated 15 minutes to conduct Exercise 3 from

this session.

#### Procedure:

1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.

2. Remind trainees about the rules for acting as participants.

# **Trainer Script:**

We will now begin demonstrating Exercise 3. Please get into your participant roles. Flip over to your participant nametag.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions at the end of the Session Eight Demonstrations and Practices.

Okay, let's begin.

- 3. Follow the Facilitator Guide for Session Eight, Exercise 3, Page 448.
- 4. Restrict yourself to 15 minutes for the demonstration.
- 5. Instruct trainees to break roles by leaving the participant circle and flipping their nametags to show their real names.



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Session Eight, Exercise 4: How Can I Make Sex Playful

& Enjoyable?

Session Eight, Exercise 5: What is Important to Us?

# Walk-Throughs

**Purpose:** Trainees will become familiar with Exercises 4 and 5 of Session Eight.

Time: 15 minutes

Materials: Facilitator Guide

Blank Newsprint

Markers

Blank Index Cards Pens/Pencils

Prepared Newsprint—Categories for Safe and Fun Sex

Trainers' Notes: Trainers must limit themselves to the allocated 15 minutes to walk through Exercises 4

and 5 of Session Eight.

#### Procedure:

1. Request trainees to open their Facilitator Guide to Page 452, the first page of Exercise 4 of Session Eight.

# **Trainer Script:**

You've just seen Exercise 3 demonstrated and now we will walk you though Exercises 4 and 5.

The purpose of Exercise 4 is to reinforce a woman's right to sexual pleasure and to brainstorm ways to make sex more playful and enjoyable. You will divide participants into three groups and run through six categories (out-of-bed encounters, dressing and undressing, smelling good, playing with food, enjoying sexy material, and other) listed on newsprint.

By out-of-bed encounters we mean places where women would like to get sexy outside of the bedroom like in the shower or in a swimming pool. Dressing and undressing may refer to lingerie, jewelry, make-up, etc. Smelling good might include using perfume, candles, incense, etc. Playing with food could include eating food off each other's bodies but remember to tell women that oily food can cause a condom to break. Enjoying sexy material may mean watching an erotic movie or reading a sexy story. The other category could include anything so encourage women to be creative!

Groups will come up with turn-ons in at least three of these categories and then share them with everyone. You will use the Feeling Thermometer to talk about how comfortable participants are discussing their sexual turn-ons.



2. Conduct a Walk-Through of Exercises 4 and 5.

Next you will talk about gender stereotypes and what women think about a woman who thinks about her own sexual pleasure. You will then pass out blank index cards and instruct each participant to write one thing that will increase her own sexual pleasure. Participants should not write their names on the cards. You will collect the cards, shuffle them, hand them back out and ask each participant to read a card. Be sure to encourage women to come up with sexy ideas.

Let's move on to Exercise 5 on Page 457. In this exercise women will think about their personal values in order to identify specific reasons to stay healthy. You will divide the group into pairs and ask them to share how they want their lives to turn out in relation to work, family, sex, etc. Ask them to share what is really important to them and their goals. As a group, ask participants to share some goals and list them on newsprint.

3. Ask the trainees what questions they have. Answer questions and clarify points, as needed.



# Session Eight, Exercise 6: How Do I Handle Slips?

#### **Trainee Practice**

**Purpose:** Trainees will practice the facilitation of Exercise 6 of Session Eight.

Time: 30 minutes (10 minutes Introduction and 20 minutes Facilitation)



Materials: Blank Newsprint

Markers

Scenario Cards—Situations That Lead to a Slip

Flashcards for 5 minutes left, 2 minutes left, and 1 minute left

Observation Forms

Trainers' Notes: Trainees have only the allotted 20 minutes to conduct the selected exercise from the

session. Keeping the trainees within this restricted schedule helps them to practice delivering the material within the time constraints. Provide trainees with information on the amount of time they have remaining in their facilitation. Show flashcards for 5

minutes, 2 minutes, and 1 minute remaining. Call time after 20 minutes.

#### Procedure:

- 1. Instruct trainees that Exercise 6 will be practiced by the assigned pair. This is the last practice exercise.
- 2. Emphasize that during practice exercises trainees are not allowed to "stop the action" to ask implementation questions.
- 3. Remind participants of the format and expectations of trainees during practice exercises.

Trainer Script:		
and	(names of pair), will lead the exercise.	

Exercise 6 is designed to be conducted in 20 minutes. This is our last trainee practice exercise so I'm sure you know the rules. Remember to hold questions and think of comments for the feedback session. We won't be breaking or interrupting.

4. Instruct participants to flip their nametags to their fake participant names and to enter the participant circle.



Let's get started. We are now switching modes and beginning the assigned practice of Session Eight. Make sure your nametag is flipped to show your participant name. Okay, let's begin. Get back into your participant roles. Here's Exercise 6.

- 5. Assigned Trainees should follow the Facilitator Guide for Exercise 6 on Pages 459-462.
- 6. Trainers observe and fill out the trainee Observation Form. First write the start time and calculate the 5, 2, and 1 minute warnings. Each trainer should focus on one trainee. Use the following prompts as a guide:

# Exercise 6: How Do I Handle Slips?

- Did the trainee provide context for the session—explaining what a "slip" is?
- Did the trainee determine whether participants had experienced a "slip" before?
- Did the trainee share the two things individuals should learn from a "slip"?
- Did the trainee elicit responses from the group about the "Tanya and Carl" scenario? Did she write
  the responses on newsprint and remember to include salient lessons that participants take away
  from this situation?
- Did the trainee review how women can avoid a "relapse" after a "slip"?
- Did the trainee have the "scenario" cards on hand for the exercise?
- Did the trainee provide adequate instructions to the group for the exercise?
- Did the trainee manage the time for the exercise and call the group back together to elicit feed-back from the groups and reinforce the objectives of the exercise?
- 7. Provide 5, 2, and 1 minute warnings to the trainees.
- 8. Stop the action after 20 minutes.



# Session Eight, Exercise 6: Trainee Practice Feedback

**Purpose:** Trainers and trainees will provide feedback on the Practice Exercise of Session Eight.

Time: 15 minutes

Observation Form

"Thanks" Chips

Trainers' Notes: When providing feedback, trainees often use language that conveys judgment (e.g.,

"you did this wrong."). Trainers should stress that trainees instead note "you could have done this differently." This is consistent with the non-judgmental format of the FIO inter-

vention.

## Procedure:

Materials:

- 1. After trainees have facilitated the session, instruct participants to break roles by moving outside of the participant circle and flipping their nametags to their real names.
- 2. Ask each of the trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
- 3. Do a go-round. Have each participant state one thing they liked about what <u>each</u> of the trainees did and one thing they would have wanted to see done differently.
- 4. Go through the Observation Form pointing out both positive behaviors exhibited and areas that need work for each of the trainees. Use this as an opportunity to teach and make certain points in regards to facilitating the FIO session.
- 5. Facilitators should give trainees the Observation Form.
- 6. Talk through the Follow-up Key Points.

#### FOLLOW-UP KEY POINTS

- Slips are not failures
- Slips can be avoided
- Problem-solve slip situations



We want to cover some key points about Exercise 6.

Exercise #6—How Do I Handle Slips?

The purpose of this exercise is to help women understand that a slip-up or return to old behaviors does not mean failure. We offer skills to help avoid relapse and activity is conducted to provide women the opportunity to problem-solve relapse situations.

**GIVE TRAINEES A 15-MINUTE BREAK** 



# Session Eight, Exercise 7: What Are Some Commitments I Could Make?

# Walk-Through

**Purpose:** Trainees will become familiar with Exercise 7 of Session Eight.

Time: 10 minutes

Materials: Facilitator Guide

#### Procedure:

- 1. Request trainees to open their Facilitator Guide to Page 463, the first page of Exercise 7 of Session Eight.
- 2. Conduct a Walk-Through of Exercise 7.

# **Trainer Script:**

You've just practiced Exercise 6 and now we will walk you through Exercise 7. Let's look in our Facilitator Guide on Page 463.

The main point of Exercise 7 is to obtain commitments from the women to protect themselves, others, and the community. Each woman will share what she wants to do in the future.

First you will ask participants to think about next steps they can take based on all that they've learned during the intervention. You will then go around the room and have every participant share their next step.

3. Ask trainees what questions they have. Answer questions and clarify points, as needed.



# Session Eight, Exercise 8: Are We at the End?

#### **Trainer Demonstration**

**Purpose:** Trainers will demonstrate the facilitation of Exercise 8 of Session Eight.

Time: 15 minutes (-)

Materials: Facilitator Guide

Safe Sex Kit

Participant Feedback Form Certificate of Participation

Prepared Newsprint—Session E Main Points

#### Procedure:

1. Instruct trainees to assume their participant roles by moving to the participant circle and flipping their nametags to their fake participant name.

# **Trainer Script:**

We will now begin demonstrating Exercise 8. This exercise is the conclusion of Session Eight and the intervention.

Please get into your participant roles by moving to the participant circle and flipping over your nametag. Remember that this is a group for women 18-30 years old who are heterosexually active.

Please concentrate on the intervention and learning skills, not on revealing strong emotions or becoming a challenging participant.

If you have questions about the exercise as a future facilitator, please write these questions on the Postits. We will answer facilitation-related questions at the end of the demonstration.

Okay, let's begin.

- 2. Remind them about the rules for acting as participants.
- 3. Follow the Facilitator Guide for Exercise 8 of Session Eight, Pages 464-466.
- 4. Restrict yourself to 15 minutes to conduct the demonstration.
- 5. When finished, the trainers should break roles by asking trainees to leave the participant circle and flip back to their real names.



# Session Eight: Questions and Discussion

**Purpose:** Trainees will have an opportunity to review Session Eight and ask questions.

Time: 15 minutes (- )

**Materials:** Facilitator Guide

Poster-Core Elements

Core Elements: #1, #2, #4, #5 and #7



#### Procedure:

1. Ask trainees about their experience in being a part of the session.

# **Trainer Script:**

Now let's talk about Session Eight as a whole.

What do you think the main lessons from Session Eight were?

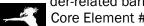
How did Session Eight build upon Session Seven?

What questions do you have about the exercises?

What obstacles do you foresee implementing Session Eight with your participants?

- 2. Refer trainees to the Core Elements Poster and ask which Core Elements were applied in this session.
- 3. Obtain answers and provide a review on Core Elements as necessary. The main Core Elements in this session are:

Core Element #1: Enable women to personalize their risk for HIV and other STDs and identify gender-related barriers to safer sex.



Core Element #2: Encourage women to prioritize safer sex.

Core Element #4: Affirm a positive view of women's sexuality and safer sex.

Core Element #5: Emphasize that women have choices in how to protect themselves.

Core element #7: Build skills for safer sex.

4. Discuss issues around the group's feelings at the termination of FIO.



It is important to think through what the completion of FIO may mean for participants. Group members may have formed a strong social support network and may want to continue involvement with the facilitators and the agency. Be prepared to answer questions as to whether the group can continue to informally meet in your space and what other programs might be available to them.

5. Ask the trainees what questions they have about Session Eight. Answer questions and clarify points, as needed.

LUNCH—GIVE TRAINEES A 60-MINUTE BREAK





# Module V: Pre-Implementation

# Introduction to Pre-Implementation

**Purpose:** Trainees will learn the definition of pre-implementation and its purpose.

Time: 5 minutes (- \( \frac{1}{2} \)

Materials: Program Manager Guide

#### Procedure:

1. Hand out one Program Manager Guide to each agency. In order to ensure everyone is able to view the Guide during the following discussion, either recommend agencies sit together and share a copy or bring extra copies for individuals to borrow during this portion of the training.

## **Trainer Script:**

Now we will discuss what agencies need to do to prepare to implement FIO.

During the pre-implementation phase of adopting FIO, the agency works with staff, its advisory committee and members of the target population to:

- Assess the community to determine whether they will support FIO's Core Elements.
- Determine the feasibility of conducting FIO given the agency's resources, capabilities, mission and experience.
- Identify your stakeholders. These are the individuals or groups that have a stake in your agency and
  in the successful implementation of FIO.
- Utilize "promoters," an individual or group of people within or connected to your agency, to mobilize support for implementing FIO.
- Identify the proper staff including trained facilitators and provide appropriate training.
- Find appropriate venues for FIO.
- Formulate plans for review of materials by the local/state Program Review Board.
- Formulate plans for evaluation efforts.
- Identify opportunities for adapting the intervention to better fit the target population and agency.



# **Agency Capacity Issues**

Purpose: Introduce trainees to factors influencing an agency's ability to implement FIO.

Time: 20 minutes

Slides #3-7 Materials:

Program Manager Guide

#### Procedure:

Refer to Page 31 of the Program Manager Guide.

2. Show Slide #3 and define what is meant by "capacity."

## **Trainer Script:**

- Capacity refers to an agency's ability to implement evidencebased interventions, including FIO.
- Factors that are related to capacity include buy-in from stakeholders, budget, location of venues for implementation, and staffing requirements. These and other issues are discussed in detail in the Program Manager Guide to which trainers can refer trainees for future reference.



#### Agency Capacity Issues

- Capacity refers to an agency's ability to implement evidence-based interventions, including FIO.
- · Factors that are related to capacity include:

  - buy-in from stakeholders, budget, location of venues for implementation, and

3. Show Slide #4 and describe how an agency obtains buy-in.

## **Trainer Script:**

Securing support or buy-in from stakeholders is crucial to ensuring the success of your programs.

First, identify the stakeholders or individuals who have an interest in the successful implementation of FIO. Stakeholders include:

- Board of Directors/Executive Board
- Community members and leaders
- Agency staff
- **Funders**



#### Stakeholder Buy-In

- Identify stakeholders who have an interest in successful implementation of FIO.
- Identify a FIO "promoter."
- · Promoter presents FIO to Board of Directors and agency executives to receive their approval to allocate the necessary funds and resources to implement FIO.



Next, identify a FIO "promoter." The promoter is someone within your agency who educates others about the benefits of FIO and its fit with the agency's mission. The promoter should have completed this training and be able to help overcome some of the institutional barriers to implementing FIO.

Utilize the promoter to present the intervention to the Board of Directors and agency executives to receive their approval to allocate the necessary funds and resources to implement FIO.

4. Show Slide #5 and explain the cost worksheet.

## **Trainer Script:**

Refer to the Cost Worksheet on Page 45 of the Program Manager Guide. This worksheet serves as a guide of the possible costs associated with implementing FIO.

You will notice some approximate costs. It is important to consider the financial resources necessary to implement FIO.

THE FUTURE IS OURS							
Budget							
Provider Cost Sheet to Implement FIO							
Categories	Pre-Implementation (Start-up)		(In	Implementation tervention Delivery)			
Personnel (30%)	# staff	% time, # hrs/wk	# staff	% time, # hrs/wk			
Salaried:							
Executive Director	1	5%	1	5%			
Program Director	1	10%	1	5%			
Program Manager	1	20%	1	20%			
Facilitator	2	10%	2	30%			
Administrative Assistant	1	10%	1	10%			
Outreach Worker	2	10%	2	20%			
Accountant	1	5%	1	5%			

5. Show Slide #6 and define factors to consider when selecting a venue.

#### **Trainer Script:**

Once your agency has determined that FIO fits with its mission and it has the capacity and buy-in to implement the intervention, the next step is to plan implementation including finding a proper venue.

Consider the following:

- Neighborhood—accessibility for members of target population and safety (especially if implementing FIO at night).
- Building/agency and room in which the facilitators will conduct the eight sessions.
- When choosing a venue for FIO, an agency should solicit feedback from the community advisory board and potential participants.
- Accessibility, privacy, comfort, adequate space and furniture, flexible seating arrangements, and availability are important considerations when selecting a location.
- 6. Show Slide #7 and describe the necessary staffing and their duties.



The FIO team is the staff members who are directly responsible for FIO implementation.

The FIO team should consist at a minimum of:

- One Program Manager
- Two trained Facilitators



#### Staffing

- The FIO team is the staff members who are directly responsible for FIO implementation.
- · The FIO team should consist at a minimum of:
  - One Program Manager
  - Two trained facilitators

The two Facilitators direct the sessions. The Facilitators must coordinate their responsibilities for each session and practice together before the session. The Facilitators need to develop a method of communicating with each other in case a participant requires special attention.

Other Facilitator responsibilities include managing participants' feelings as a result of discussions that emerge during sessions; certain subject matters may resonate more with some women than others that can lead to emotional responses; Facilitators should be available after each session to talk individually with participants, and provide referrals to services within or outside the agency. Due to the sensitive topics covered in the sessions, both Facilitators need to be aware of, and sensitive to, group dynamics and individual participants' reactions to the material.

The successful implementation of FIO requires good Facilitators—they make the intervention work. FIO is a scripted behavioral intervention that requires Facilitators to operate in a role that is somewhere between a teacher and a counselor.



# Recruitment, Retention, and Incentives

**Purpose:** Trainees will learn about participant-related issues influencing an agency's ability to im-

plement FIO.

Time: 15 minutes

Materials: Slides #8-10

Blank Newsprint

Markers

Program Manager Guide

Trainers' Notes: FIO is a closed, small-group level intervention. Each session's content builds upon the

previously covered topics. A participant is considered a "graduate" or a completer of the intervention if she attends at least six of the eight sessions. If a participant misses more than two sessions, facilitators should reschedule the participant for another de-

livery of the intervention.

#### Procedure:

1. Prepare newsprint with the title "Places to Recruit" and another newsprint titled "Ways to Recruit."

2. Ask trainees to briefly brainstorm potential places where they could recruit participants for FIO. List the responses on newsprint titled "Places to Recruit."

## **Trainer Script:**

Having a sufficient number of participants (8-10) who complete FIO is essential for the successful implementation of this intervention. First, we will talk about recruitment and retention.

Take a couple of minutes to think about the locations, "hot spots" where your staff would be able to identify women ages 18-30 years old who are appropriate to participate in FIO.

Where would you go to market your program to potential clients?

3. Show Slide #8 and add places if necessary.



Think about recruiting in agencies where members of your target population receive services, like family planning clinics, etc.

Also think of social venues where members of your target population spend time, like hair salons, etc.



- 4. Next, ask trainees to briefly brainstorm some ways in which they could recruit participants. List the responses on newsprint titled "Ways to Recruit."
- 5. Add additional advertising or promoting ideas. This might include:
  - Using FIO marketing materials included in the package,
  - Developing a postcard with basic FIO information along with female and/or male condoms to be distributed to current clientele.
  - Using the Internet (Facebook, MySpace, etc.),
  - · Handing out palm cards, and
  - Giving provider presentations on HIV and women and FIO.
- 6. Ask participants to break-up into two equal groups. Provide each group with newsprint and markers.

## **Trainer Script:**

When preparing to implement FIO, you must develop a plan to address participant retention.

What techniques or ideas do you have on how to keep participants returning to the sessions?

Please brainstorm in your groups and write your ideas on the provided newsprint.

Take two to three minutes to compile your lists.

- 7. After three minutes, ask the groups to come back together and report on their ideas. Make sure that the groups have identified incentives as a tool to retain participants.
- 8. Show Slide #9 and discuss how FIO encourages retention.



Incentives are useful both to motivate participants to attend FIO for the first time and to ensure they return on a consistent basis. FIO has built in regular incentives through the use of a lottery at the beginning of each session. The lottery also aims to have participants arrive on time in order to have a chance to win.

Furthermore, "Thanks" Chips support the self-esteem of participants and can keep them returning to further sessions.

THE FUTURE IS OURS

Participant Retention

- · Lottery
- · "Thanks" chips
- · Incentives for completion

9

Lastly, an incentive provided for completing all the sessions can be an effective method of retaining participants.

What incentives have you used in the past that were effective in recruiting and retaining participants?

9. Write responses on newsprint. Emphasize that use of community advisory boards are useful to identifying effective incentives. If not mentioned, name transportation vouchers, t-shirts, gift certificates, food.

# **Trainer Script:**

One of the most valuable resources to your agency in strategizing methods of participant recruitment and retention will be your community advisory board. Your agency should research what its most cost-effective incentives are, and also seek guidance from both the community advisory board and selected members of the target population. They can also inform your agency on the most appropriate locations to find your target population, specific strategies that have been found to be effective in the past, and may even connect you with free or low-cost resources to actualize these activities.

10. Show Slide #10 and discuss FIO's attendance policy.

## **Trainer Script:**

FIO has a specific attendance policy:

- FIO is a closed group. New participants should be discouraged from joining the group after the second session.
- Participants should not miss more than two sessions. Attending a minimum of six sessions is required in order for participants to be considered having completed FIO. Missing more

than two sessions undermines the participant's ability to fully develop the skills and awareness needed to actively participate.

• If a participant misses three or more sessions, she should be rescheduled for another group.

The research shows that the more sessions the women attended, the more behavioral changes they were able to make, so encouraging steady attendance should be a priority.



#### Attendance Policy

- FIO is a closed group.
  - New participants should be discouraged from joining group after second session.
- · Participants should not miss more than two sessions
  - Attending a minimum of 6 sessions is required in order for participants to be considered having completed
- If participant misses 3+ sessions, she should be rescheduled for another group.

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# Module VI: Maintenance and Management Adaptation

**Purpose:** Trainees will be instructed about the adaptation process.

Time: 30 minutes (- \( \frac{1}{2} \)

Materials: Program Manager Guide

Slides #11-16

Handout--Adaptation Exercise

Poster—Core Elements
Poster—Key Characteristics

#### Procedure:

1. Refer to the Program Manager Guide, Page 75.

2. Show Slide #11 and introduce trainees to the rules of modifying interventions.

# **Trainer Script:**

Now the most important thing to consider is how you can implement FIO as is. How can you raise your agency's capacity to implement FIO and how can you strategize to recruit and maintain participants? However, for some agencies, it may be necessary to change FIO in some way.



# Modifying FIO

- · First priority is to implement FIO as is
- Any changes should be discussed with your PPB Project Officer.

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It is important to understand that changing FIO is something that should not be done haphazardly. Any changes you plan should be discussed with a CBA provider or your program officer.

3. Show Slide #12 and define reinvention.

# **Trainer Script:**

Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

FIO has been proven to be effective AS IS, which means you need to be careful that the changes you make don't change the things



#### Reinvention

- Overmodifying an intervention until it is a new intervention
  - Change the Core Elements
  - Eliminate Key Characteristics
  - Make drastic changes
    - dropping sessions
    - · individual instead of group
- No longer evidence based

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that make it effective. As we discussed during the first day of training, there are two main components of interventions—Core Elements and Key Characteristics. Core Elements cannot be changed; however Key Characteristics can be modified but not eliminated altogether.

For example, you should avoid changing the Core Elements ("let's ignore prioritizing safe sex"); eliminating the Key Characteristics ("I don't want to use the tokens"); and making drastic changes, like dropping sessions, or changing the format ("let's do this as individual sessions").

These are the things that are thought to make FIO successful so changing them means you are **reinventing** FIO and making it into something else entirely. This is something you want to avoid.

4. Show Slide #13 and discuss adaptation.

## **Trainer Script:**

Adaptation allows interventions to be modified in order to be more effective for specific groups, even if these groups weren't part of the original research.

However, it is important to maintain fidelity to the original intervention. Fidelity is the degree of fit between how you implement an intervention and how it was mount to be implemented, and we intervention and how it was mount to be implemented.

THE FUTURE IS OURS

#### Adaptation

- Allows interventions to be modified in order to be more effective for specific groups, even if these groups were not part of original research.
- Important to maintain fidelity to original intervention

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an intervention and how it was meant to be implemented, and we will discuss how to measure it in more detail later.

Let's talk through some examples of acceptable adaptations.



5. Show Slides #14 and #15 and read through examples of possible adaptations.

# Trainer Script:

Adaptations an agency may choose to make include holding two sessions a week instead of one, emphasizing a risk-reduction strategy like limiting the number of partners, including women who are older than 30, targeting women from a different racial or ethnic background, or providing FIO in another setting.



#### Examples of Possible Adaptations

- · Hold two sessions a week instead of one
- Emphasize a risk-reduction strategy like limiting number of partners
- · Include women older than 30
- Target women of a different racial or ethnic background
- · Provide FIO in another setting

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#### **Trainer Script:**

You'll notice that some of these changes relate to the Key Characteristics which are crucial activities and delivery methods for conducting an intervention. They may be tailored for different agencies and at-risk populations to best meet the needs of the target population and ensure cultural appropriateness of the strategy. Examples include changing the names, language or settings in role-plays to reflect your population; altering the "Thanks" Chips by adding a logo, changing the shape, or calling them another name; using fruit instead of penile models; and updating facts to b



#### **Examples of Possible Adaptations**

- Change names, language, setting in role-plays to reflect your population
- Alter "Thanks" Chips by adding a logo, changing the shape, calling them another name\_efc
- Use fruit instead of penile models
- Update facts to be current and relevant to your population

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name; using fruit instead of penile models; and updating facts to be current and relevant to your population. Importantly, none of these possible adaptations change the Core Elements.

6. Show Slide #16 and read through considerations.

## **Trainer Script:**

There is a process to making adaptations to a science-based intervention. Before any adaptation is made, it is important to understand the theoretical basis of an intervention. This will enable you to understand the components and make adaptations that are consistent with the goals of the intervention. Next, agencies need to address culturally relevant factors for the group being served and have a thorough understanding of the behaviors and determinants that place the target population at risk for HIV infection.



#### Before Making Adaptations

- Be sure you understand the theory behind the intervention so you don't change crucial parts
- Consult your Capacity Building Assistance (CRA) Provider
- Plan to evaluate whether the modifications worked

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Consult a Capacity Building Assistance (CBA) provider to discuss your plans. You can find one through the CDC or through your Department of Health.

If FIO is adapted, it is recommended that the agency evaluate the adapted curriculum to determine whether the changes are effective for the target population and organization.

You can find more information on adaptation in the Pre-Implementation Section of the Program Manager Guide and if FIO becomes a DEBI, an adaptation guide will be developed.



- 7. Ask trainees what questions they have about adaptation.
- 8. Refer participants to the guidance on adaptation in the Pre-Implementation Section of the Program Manager Guide as necessary.



Evaluation

**Purpose:** Trainees will understand the evaluation process. Trainees will review the monitoring and

evaluation forms specific to FIO.

Time: 30 minutes

Materials: Program Manager Guide

Slides #17-28 Blank Newsprint

Markers

**Trainers' Notes:** FIO has been evaluated and determined to be an effective intervention in reducing HIV

risk behaviors. Despite this evaluation, each agency implementing FIO should collect detailed demographic and process data from each participant in order to assess how FIO is working for their target population and agency. This is especially important if the

agency has adapted FIO.

#### Procedure:

1. Refer to the Program Manager Guide, Page 81.

#### **Trainer Script:**

The Monitoring and Evaluation section on Page 81 of your Program Manager Guide provides very detailed information on the recommended steps to develop a monitoring and evaluation plan. We will be providing you with a general overview of evaluation today. You may obtain additional capacity building assistance if you have further needs in this area.



2. Show Slide #17 and introduce program monitoring and evaluation.

### THE FUTURE IS DURS

#### Monitoring and Evaluation (M&E)

- M&E activities are an agency's tool to enhance success
- M&E activities involve collecting data from clients as well as from the agency.
- Surveys, attendance forms, observation notes, etc. are all sources of M&E data.

Program Monitoring and Evaluation (M&E) activities are an agency's tool to enhance the success of your work. It involves collecting data from clients as well as from the agency. There are several sources of these data including surveys, attendance forms, observation notes, etc. We will talk about each tool for FIO shortly.

First, we will now provide an overview of Monitoring and Evaluation. For more in-depth information on these topics look in your Program Manager Guide.

3. Show Slide #18 and provide a definition of process monitoring.

#### **Trainer Script:**

**Trainer Script:** 

Monitoring and Evaluation activities are often broken down into process and outcomes activities. We will go through each type and explain to you the differences. Let's start with Process Moni-

Process Monitoring is the collection and use of data about how the intervention was implemented. It answers questions about the population served, the activities conducted, and the services provided. In essence, Process Monitoring explains what happened in your intervention.



#### **Process Monitoring**

- · Focuses on how the intervention was implemented
  - Who participated in the intervention?
  - What activities did clients participate in?
  - What services were provided to clients?

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4. Show Slide #19 and provide a definition of outcomes monitoring.

#### **Trainer Script:**

Outcomes Monitoring is no longer about how the program went, but rather, what the effects were. It looks at how the clients changed after being in the program. These changes may be in terms of increased knowledge, skills, improved attitudes, or changed behaviors. This is client level data and shows you the effects associated with the program.



#### **Outcomes Monitoring**

- Focuses on changes that clients experience
  - How did clients' knowledge change?
  - How did clients' skill set change?
  - How did clients' attitudes change?
  - How did clients' behavior change?



5. Show Slide #20 and provide a definition of process evaluation.

#### **Trainer Script:**

Process Evaluation is again about implementation, but this time is a little more complicated than simple monitoring. While Process Monitoring tells us how the intervention was implemented, Process Evaluation compares that information to how we hope the intervention would have been implemented. It focuses on comparing what happened to what was supposed to happen. It



#### **Process Evaluation**

- Focuses on comparing what you planned to accomplish with what actually occurred.
  - Did we serve the clients we intended to serve?
  - Did we provide all of the activities that are part of the intervention?
  - Did we provide the services, such as referrals, we planned to provide?

answers questions like did we actually access our target population or did we serve a different population of clients? Did we implement all of the activities we intended to? Did we provide referrals as planned? These questions give a good sense of how close the agency was to its implementation goals.

6. Show Slide #21 and provide a definition of outcome evaluation.

#### **Trainer Script:**

In the same way that Process Evaluation was a little more complicated that Process Monitoring, Outcomes Evaluation is a little more complicated than outcomes monitoring. Outcomes Evaluation asks not just what changes occurred in clients, but also, if we can be sure that those changes were caused by the intervention. This requires more rigorous study methods but you will not be responsible for collecting data for outcomes evaluation. Because



#### **Outcome Evaluation**

- Focuses on whether changes seen in clients can be directly attributed to the intervention
- · NOT necessary for agencies to conduct
- Evidence-based interventions have already been through outcome evaluation

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FIO is an evidence-based intervention, the outcomes evaluation has already been completed.

7. Discuss how monitoring and evaluation may be required activities.

#### Trainer Script:

Some activities, such as process monitoring, are required if your agency receives funding directly from CDC for HIV prevention, or if you receive CDC funding "indirectly" from your health department.

Required M&E activities are the data collection and submission for PEMS, CDC's Program Evaluation and Monitoring System for HIV prevention. An overview of these requirements is provided in your Program Manager Guide.

Although some of the M&E activities discussed here may not be required by CDC or other funding sources, it is sound management to assess how well your interventions are working with clients and to use the findings to make them even better.

The results of M&E can be used for accountability to stakeholders, especially funding agencies. M&E findings are especially important for you to use to improve the implementation of the intervention and to inform planning for other interventions and programs.



8. Show Slides #22 and mention each M&E tool.

#### **Trainer Script:**

We've talked a lot about the different types of M&E, but how will you conduct it? There are several forms that we have provided for you to use in monitoring and evaluating FIO. They include:

- Participant Enrollment Form
- Participant Attendance Form
- Fidelity Checklist
- Participant Feedback Form
- Participant Survey
- Supervision Observation Form

We will take a quick look at each form and go through how it will be used in the M&E of FIO.



#### M&E Tools

- · Participant Enrollment Form
- · Participant Attendance Form
- · Fidelity Checklist
- · Participant Feedback Form
- · Participant Survey
- · Supervision Observation Form

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- 9. Refer trainees to the FIO Participant Enrollment Form on Page 132 of the Program Manager Guide.
- 10. Show Slide #23 and discuss the Participant Enrollment Form.

#### **Trainer Script:**

Let's first take a look at the Participant Enrollment Form. You can find it on Page 132 of the Program Manager Guide. This tool helps you screen women to be in FIO. It is important to think back to Day 1 and the eligibility criteria for FIO. Remember that women can't be active injection drug users or pregnant to be in FIO.



- · Screens eligible women for FIO - Heterosexually active, 18-30, non-pregnant
- · Process Monitoring, Process Evaluation
  - What population is your intervention reaching?
  - How does the population reached compare to your target population?
  - How successful are your recruitment efforts?

This form is also a powerful process monitoring and evaluation tool. It gives you lots of information on the target population.

Take a look at it now; can someone tell me one piece of information on this form that might be useful for process M&E?

- 11. Ask participants to name one question on the form that would be useful for process M&E. If unsure, ask a participant to read question 1 and ask whether it would help with recruitment information.
- 12. Review remaining uses on slide.



13. Show Slide #24 and discuss the Participant Attendance Form.

#### **Trainer Script:**

The Participant Attendance Form keeps a record of who came to each session. This is an example of a process monitoring tool. It provides information on participant retention and can be used to total up the number of sessions attended by each participant. This is a simple, yet vital monitoring tool.



#### Participant Attendance Form

- Keeps a record of who came to each Session
- · Process Monitoring
  - How good is retention?
  - How many sessions did each participant complete?

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- Refer trainees to the Fidelity Checklist on Page 150 of the Program Manager Guide.
- 15. Show Slide #25 and discuss the Fidelity Checklist.

#### **Trainer Script:**

There is a Fidelity Checklist for each Session of FIO and it will be filled out by the facilitators and supervisors who observe the session. This keeps a record of what happened in each session. You can see that there is room to write down which exercises were conducted as planned and which ones were changed. This is a great tool to take into a supervision meeting so you can discuss how the implementation of FIO has been going.



- Used by supervisors and facilitators to keep track of what happened in each session
- · Process Monitoring, Process Evaluation
  - Were there any problems or issues with the session?
  - How does the way we are implementing FIO compare to how it should be implemented?

This is an example of a process monitoring and evaluation tool; it keeps a record of what happened but can also be used to compare to how the intervention was intended to be run.

- 16. Refer trainees to Page 169 of the Program Manager Guide to see the Participant Feedback Form.
- 17. Show Slide #26 and discuss the Participant Feedback Form.

### **Trainer Script:**

Your participants can also be a great source of information on FIO. They are asked to fill out the Participant Feedback Form after each session to provide information on how it went from their perspective. Specifically, it looks at how participants felt about the sessions' implementation and which parts of the session were most useful to them.



### Participant Feedback Form

- · Administered at end of every session
- · Process Monitoring
  - How did the participants feel about the sessions' implementation?
  - Which parts of the session were most useful?

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- 18. Refer trainees to Page 135 of the Program Manager Guide to view the Participant Survey.
- 19. Show Slide #27 and discuss the Participant Survey.

#### **Trainer Script:**

The last tool we will show you is the Participant Survey. This is a pre/post-test that is given to participants before they start FIO and after they finish. This is an outcomes monitoring tool because it shows the changes in knowledge, attitudes, skills, and behaviors of the participants. This can be very useful information so you can see participants have changed throughout FIO.



- · Taken before and after participating in FIO
- · Outcomes Monitoring
  - What changes did we see in the participants knowledge, attitudes, skills, and behaviors?

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20. Explain form modification and the need for a data collection and analysis plan.

#### **Trainer Script:**

We've looked at a lot of forms here. It is important to know that you can modify these forms to meet your agency's needs. Please use these tools in a way that is most useful to your agency.

An agency collecting process and outcome data will need a plan to utilize these data for program improvements. Data collection is futile unless data are analyzed and interpreted in reports stakeholders find useful.

A quarterly or annual report should answer the questions that lay the foundation of your M&E efforts and the report should discuss implementation and M&E challenges and successes.

The most critical part of your report is the interpretation that accompanies data analysis because it provides the basis for deciding what changes may need to be made about recruitment, retention, and intervention delivery as well as M&E and quality assurance. Therefore, this report should discuss how analysis of data led to ideas for program improvement and what specific actions were taken to enhance the intervention to achieve better client outcomes while maintaining fidelity to the Core Elements of the intervention.

To be as comprehensive as possible, intervention staff—in addition to evaluation and quality assurance support—should be involved in interpreting data.

21. Ask trainees about their questions about M&E or FIO data collection forms. Refer trainees to the Program Manager Guide for more detailed coverage of evaluation. Discuss the availability of CBA to address evaluation issues.



22. Refer trainees to the FIO Logic Model on Page 23 of the Program Manager Guide.

23. Show Slide #28 and define a Logic Model.

#### **Trainer Script:**

A Logic Model is a graphic depiction of how we think FIO works to change the behavior of participants.

- 24. Ask one trainee to read the target population.
- 25. Ask one trainee to read the first two behavioral determinants.
- 26. Ask one trainee to read the first two activities.
- 27. Ask one trainee to read the first two immediate outcomes.
- 28. Ask one trainee to read the first two intermediate outcomes.
- 29. Explain that this Logic Model is a good overview of the program.

#### **Trainer Script:**

This Logic Model gives the big pictures about FIO. It shows how the behavioral determinants connect to the activities and the outcomes. This is a good reference to remember the main thinking behind how FIO works.

30. Ask trainees what questions they have. Answer questions and clarify points, as needed.



 A visual representation of how all the parts of FIO link together to lead to outcomes

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FIO Training of Facilitators Conclusion

**Purpose:** Trainees will have the opportunity to ask questions about any aspect of the 5-day train-

ing and to evaluate their satisfaction with the course.

Materials: Blank Newsprint

Markers

65 minutes

Certificates of Participation TOF Certificates of Completion

**Trainers' Notes:** Trainers will have reviewed the "Parking Lot" newsprint, organized the questions into

categories, and prepared to address the questions before the conclusion begins.

#### Procedure:

Time:

1. Review any remaining "Parking Lot" questions and address them.

2. Ask trainees what questions they have or concerns about the content of the 5-day training.

3. Provide certificates of completion.

#### **END DAY 5**





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### **APPENDICES**

A: Observation Form

**B: Materials and Supplies Checklist** 

C: FIO Session Structure

D: Behavior Change Logic Model

E: Daily Trainee's Agendas

F: TOF Slides

## Appendix A: Observation Form

Start Time:	End Time:
Time @ 5 min left:	
Time @ 2 min left:	
Time @ 1 min left:	
Observation Form	
Use this form to record your feedback on the performance of the participant delivering cise. Remember that your objective feedback on observable behaviors will allow him cific skills that impact delivery.	• .
Facilitator: Session: Exercise:	
Y = Yes N = Needs Attention	

Y/N	Observed Behavior
	Prepared sufficiently for the exercise (materials, familiarity with script, etc.)
	Gave the group clear instructions
	Created a non-judgmental atmosphere
	Encouraged participation
	Worked effectively with co-facilitator
	Presented material as written in the curriculum
	Responded to participant questions appropriately
	Used visual aids (newsprint/slides) effectively
	Used "Thanks" Chips appropriately
	Checked in with the group
	Handled challenging participants or situations
	Transitioned smoothly between activities
	Reviewed and summarized important points
	Managed time effectively

Below please list some behaviors observed and their impact on the exercise. Please include both behaviors that positively impacted the exercise and those that need attention. Circle [+] if the behavior positively impacted the exercise and explain the impact. Circle [-] if the behavior needs to be improved and explain the impact.

Observed Behavior	[+/-]	Impact on Exercise

# Appendix B: Materials Checklist

✓	Materials Checklist
	Program Manager Guide (1 per agency)
	Facilitator Guide (1 per person)
	Participant Workbook (1 per person)
	Clock
	Blank Newsprint
	Easel
	Post-it Notes
	Pens/Pencils (1 per person)
	Paper (8 1/2 x 11 white paper)
	Markers
	Masking Tape
	Laptop, LCD and Screen
	TV/DVD Player
	"Thanks" Chips (20 per participant and trainer)
	Nametags (1 per participant )
	Lottery Tickets (1 per participant)
	Lottery Prize (1)
	Bag for Lottery Tickets (1)
	Blank Index Cards (3 per participant)
	Observation Forms (30 copies)
	Participant Feedback Forms
	Flashcards for 5 , 2, and 1 minute left
	TOF Certificates of Completion
	Handout: Trainees' Agenda
	Handout: Skills of Effective Facilitators
	Handout: Suggestions for Working with Challenging Participants

✓	Materials Checklist (continued)
	Program Manager Guide (1 per agency)
	Facilitator Guide (1 per person)
	Participant Workbook (1 per person)
	Poster—Core Elements
	Poster—Key Characteristics
	Poster—M-ARRM
	Poster—Feeling Thermometer
	Poster—Communication Tips
	Poster—Enlarged Body Map
	Session Specific Materials: See Facilitator Guide

## Appendix C: FIO Session Structure

The following table lists the major tools used in FIO and explains their purpose, procedures, the core elements to which they link, and the connection to the theories upon which FIO is based. This table is a great way to see how all the tools and techniques in FIO connect to the broader theoretical underpinnings. This table also provides concrete examples of how the three theories that guide FIO are expressed within the intervention.

FIO SESSION ST	FIO SESSION STRUCTURE				
TOOL	PURPOSE	PROCEDURES	CORE ELEMENTS	Theory	
Positive Introductions	Every session begins with women introducing themselves and stating a positive aspect of themselves. This activity is designed to improve selfesteem and develop relationships between the women.	Facilitators should introduce the go-round by participating, but be very selective in disclosing (e.g., you may want to only disclose something neutral and/or not too revealing).	Not Applicable (N/A)	M-ARRM: N/A  Social Learning Theory: Positive Introductions help to create an accepting and supportive environment. This helps the women feel comfortable trying out new behaviors.  Gender Script Theory: During Positive Introductions women may present themselves in a way that differs from what is socially accepted for women (speaking positively about oneself in public).	
Lottery	The lottery should be conducted at the beginning of each session in order to encourage women to attend each session and arrive on time.	During the beginning of Exercise 1 of each session, distribute and collect lottery tickets and ask for a participant volunteer to select winner.  Tickets may also be distributed before the session begins to minimize the amount of time taken from the session.	N/A	M-ARRM: N/A  Social Learning Theory: The lottery reinforces the new behavior of attending FIO regularly and on-time.  Gender Script Theory: N/A	

TOOL	PURPOSE	PROCEDURES	CORE ELEMENTS	Theory
Goal-Setting	Goal-setting is designed to have women take steps to apply the information they are learning within the intervention into their daily lives to reduce their risk of HIV/STD transmission. The following session then begins with a check-in on each woman's progress in meeting her between-session goals.	When women are setting their goals, it is important to make sure that the goals are challenging but doable within the time frame between sessions (usually a week). The purpose is to build self-confidence in their abilities to protect themselves. We want women to experience success in achieving their between-session goals in order to reinforce their abilities to make more substantial changes in their lives.	#2-Encourage women to priori- tize safer sex  #4-Affirm a posi- tive view of wom- en's sexuality and safer sex  #7-Build skills for safer sex	M-ARRM: Prioritization Intention Enactment  Social Learning Theory: Participants demonstrate the desired behavior and are rewarded through group support. This increases participants' sense of their personal ability to make behavior changes (also called self-efficacy).  Gender Script Theory: N/A
Present New Information	To introduce or review HIV related risk information or risk reduction options. This section of the session provides content for the skills-building and goal-setting.	Varies by session. May include risk assessment, presentation of information related to HIV/STDs, con- traceptives and HIV/STD protection methods, infor- mation on HIV/STD testing, communi- cation tips, etc.	#1-Enable women to personalize their risk for HIV and other STDs and identify gen- der-related barri- ers to safer sex  #6-Provide accu- rate information about risk and testing	M-ARRM: Susceptibility Prioritization Intention Enactment Maintenance  Social Learning Theory: For participants to perform new behaviors, such as using female and male condoms, they must first develop the necessary skills. Skills can be learned by direct teaching, by watching others perform the behaviors, and by practicing.  Gender Script Theory N/A

FIO SESSION STRUC	TURE			
TOOL	PURPOSE	PROCEDURES	CORE ELEMENTS	Theory
Scripted Role- Plays	To enable participants to observe the demonstration of a particular skill. For the "actors," scripted role-plays begin the process of behavioral rehearsal.	Two participants read out a prepared script. Other participants discuss how the characters handled a particular situation, noting whether they followed the guidelines for the skill.  For role-plays related to "gender scripts," participants discuss how the characters reflect common beliefs about how women and men should act in relationships or why women do not feel at risk.	#3-Reinforce women's sexual and relationship rights  #4-Affirm a posi- tive view of wom- en's sexuality and safer sex  #8-Teach women how to address negative reac- tions and re- sistance to safer sex, as well as to recognize and deal with relation- ship violence and other forms of abuse  #7-Build skills for safer sex	M-ARRM: Susceptibility Prioritization Intention Enactment Maintenance  Social Learning Theory: Women build and practice new skills, which increases their abilities to change their behaviors.  Gender Script Theory: Women are able to explore how traditional gender roles that hinder their abilities to protect themselves may be able to be addressed through use of effective communication skills. Women are able to express and discuss with each other so- cially acceptable and expected behaviors.
Unscripted Role- Plays	To provide participants with an opportunity to practice skills presented in session.	Varies by session. To process these role-plays, the facilitators should ask the individual who was in the role practicing the skills, "What did you like about what you did?" "What would you have done differently?" The facilitator should then ask the other person in the role play, "What did you like about what she did?" "What would you have done differently if you were in the role?" Observers should monitor how the volunteers implemented the skills using these two processing questions.	#3-Reinforce women's sexual and relationship rights  #4-Affirm a posi- tive view of wom- en's sexuality and safer sex  #8-Teach women how to address negative reac- tions and re- sistance to safer sex, as well as to recognize and deal with relation- ship violence and other forms of abuse  #7-Build skills for safer sex	M-ARRM: Susceptibility Prioritization Intention Enactment Maintenance  Social Learning Theory: Women build and practice new skills, which increases their abilities to change their behaviors.  Gender Script Theory: Women are able to explore how tradition- al gender roles that hinder their abilities to protect themselves may be able to be addressed through use of effective com- munication skills. Women are able to express and discuss with each other so- cially acceptable and expected behaviors.

FIO Training of Facilitators Guide

FIO SESSION STRUC	FIO SESSION STRUCTURE			
TOOL	PURPOSE	PROCEDURES	CORE ELEMENTS	Theory
Letter Writing	Letter writing offers women an opportunity to apply the information they have learned and to think through how their decisions impact their lives.	Varies by session. Facilitators should ask for volunteers to read their letters as scripted. As with all FIO activities, do not force partici- pants to partici- pate.	#3-Reinforce women's sexual and relationship rights  #5-Emphasize that women have choices in how to protect them- selves  #8-Teach women how to address negative reac- tions and re- sistance to safer sex, as well as to recognize and deal with relation- ship violence and other forms of abuse	M-ARRM: Susceptibility Intention Enactment Maintenance  Social Learning Theory: Letter writing provides an opportunity for skills building and observing others applying the information they have learned within a supportive environment.  Gender Script Theory: Focuses on women's rights to define their own sexual behavior.
Demonstrations Followed by Practice	To enable participants to observe the correct way to perform a particular behavior, such as inserting a female condom, and then to practice the skill themselves.	Facilitators model the correct behavior, step by step. Participants watch (or follow along). Participants then practice the skill themselves.	#7-Build skills for safer sex	M-ARRM: Intention Enactment Maintenance  Social Learning Theory: Women build and practice new skills, which increases their abilities to change their behaviors.  Gender Script Theory: Women are able to explore how traditional gender roles that hinder their abilities to protect themselves may be able to be addressed through use of effective prevention skills.

### Appendix D: Behavior Change Logic Model

### **Problem Statement**

Target Population: The Future Is Ours (Project FIO) is a gender-specific HIV/STD risk reduction intervention designed for heterosexually active at-risk women of diverse ethnicities (African-American/Black, Caribbean, Latina, White), ages 18 to 30, who are not injecting drug users, are HIV-negative or of unknown status, are not pregnant or trying to become pregnant, and who live in communities with high rates of HIV and other STDs.

**Risk Behaviors:** This **population** is at risk for HIV and other STDs due to having unprotected sex with male partners whose past or current sexual and/or drug use risk behaviors place them at risk of infection.

Behavioral Determinants	Activities*
Corresponds to risk or contextual factors	To address behavioral determinants
	Conduct eight separate interactive two-hour sessions in a small group.
<ul> <li>Low perception of their own and their partners' risks for HIV and STDs</li> </ul>	Discuss how women's vulnerability is related to their relationships with men.
<ul> <li>Little understanding of gender-related barriers</li> </ul>	Share personal stories about relationships.
to safer sex	Evaluate personal risks for HIV and other STDs.
	Evaluate partners' risks for HIV and other STDs.
	Discuss why women deny their risk and read a role- play script about this.
	Role-play helping another woman assess her risk.
	Discuss how gender stereotypes make it difficult for women to ask partners about past and current risk.
	Identify traditional gender behaviors in role-play.
Safer sex is a low personal priority	Identify personal values in order to link the need for protection to women's longer-term life goals.
	Review long-term life goals by sharing with a part- ner.
	Affirm and support individual and group long term goals to stay healthy by providing peer and social support to each individual's commitments to protect herself and others and the community.
	Develop a list of women's sexual rights.
	Connect group discussions and role plays to sexual rights list.

Major Risk and Contextual Factors for HIV: Heterosexually active women who live in communities with high rates of HIV and other STDs often do not recognize that they are at risk for these infections. Many women are disempowered within their intimate relationships due to economic dependence on men, traditional gender role expectations, and limited control over the circumstances of sex. Women may not be aware that even though they are monogamous, their current or former partners' past or current sexual and/or drug use behaviors may place them at risk. Additionally, they may not have the knowledge, self-efficacy, and skills to use a range of protection strategies, including negotiating for male condoms, using the female condom, and refusing unsafe sex.

### **Outcomes** Expected changes as a result of activities targeting behavioral determinants **Immediate Outcomes** Intermediate Outcomes (at least one month post intervention) Increases in: Reduction in unprotected vaginal and anal sex occasions Perception of personal risk for HIV and STDs Increase in male and female condom protected vag-Knowledge of partners' past and current inal and anal sex occasions HIV/STD risk behaviors and HIV status Increase in use of alternative strategies for protec-Understanding of how gender norms in relation (Mutual HIV Testing, "outercourse", refusal of tionships are barriers to safer sex unsafe sex, leaving a relationship or not starting one because of concerns about safer sex, abstinence) Personal priority placed on HIV/STD prevention Self-efficacy to affirm their sexual and relationship rights

Behavioral Determinants	Activities
Corresponds to risk or contextual factors	To address behavioral determinants
Negative attitudes toward male and female condoms	Play casually with male and female condoms to increase comfort levels.
<ul> <li>Negative attitudes toward women's sexuality</li> </ul>	<ul> <li>Conduct a role-play of an older women giving advice to a younger woman on how to make sex pleasurable and discuss how it feels to talk openly about sexual pleasure.</li> </ul>
	<ul> <li>Identify what gives each woman sexual pleasure and ways to make sex more playful by completing a body map, brainstorming ideas in small groups, and writing on a card a way to increase one's own sexual pleasure.</li> </ul>
	<ul> <li>Discuss whether being a woman who thinks about her own sexual pleasure and how to make sex more playful conflicts with gender norms.</li> </ul>
Low awareness of choices for how to	<ul> <li>Explore the use of female condoms if partners refuse male condoms.</li> </ul>
protect themselves	Discuss the option of Mutual Testing for those who do not want to use condoms forever or who want to get pregnant.
	<ul> <li>Introduce "outercourse" and have small groups brainstorm ideas for non-insertive sex.</li> </ul>
	Discuss refusal of unsafe sex as a strategy for protection.
	<ul> <li>Discuss issues around abstinence by reviewing a maga- zine article on the topic and eliciting responses.</li> </ul>
Little knowledge of :  Dielar acquired acts	Identify risky sexual acts through a group game.
<ul><li>Risky sexual acts</li><li>Effects of untreated STDs</li></ul>	<ul> <li>Review information on STD symptoms (and lack thereof),</li> <li>and effects of untreated STDs on women's health and fer-</li> </ul>
Role of HIV and STD testing in	tility.
prevention	Obtain facts about and discuss pros and cons of getting     tested for LIV
<ul> <li>Steps for Mutual HIV Testing with a partner</li> </ul>	tested for HIV.
<ul> <li>Methods for protection against disease, pregnancy, and both</li> </ul>	<ul> <li>Review information on how to engage in HIV testing with a mutually monogamous partner before giving up condom use or trying to get pregnant.</li> </ul>
	<ul> <li>Discuss information on a variety of methods that provide protection against STDs, pregnancy, or both, and reinforce knowledge by answering "Dear Dr. Viola" letters.</li> </ul>

#### **Outcomes**

### Expected changes as a result of activities targeting behavioral determinants

### **Immediate Outcomes**

- Positive attitudes toward male and female condoms
- Positive attitudes towards women's sexual pleasure
- Intention to reduce unprotected occasions of sex

Awareness of various strategies for how to protect themselves from HIV (male and female condoms, Mutual Testing, "outercourse", refusal of unsafe sex, and abstinence)

- Knowledge of risky sexual acts
- Knowledge that STDs often cause no symptoms and knowledge of the effects of untreated STDs
- Recognition that HIV testing is not a prevention strategy
- Knowledge of the steps in Mutual HIV Testing
- tection against both disease and pregnancy
- Knowledge that hormonal methods do not protect against disease

#### Intermediate Outcomes

(at least one month post intervention)

Behavioral Determinants	Activities		
Corresponds to risk or contextual factors	To address behavioral determinants		
<ul><li>Few skills to :</li><li>Use male and female condoms</li></ul>	View demonstration of correct use of male and female condoms and practice use on anatomical models.		
<ul> <li>Negotiate with partners for male and female condom use</li> <li>Eroticize safer sex</li> </ul>	Review guidelines for influencing a partner to use a condom or accept a female condom, read a script, and practice through role-plays.   Provide a secretic response to the play and the secret for a secret for		
Refuse unsafe sex	<ul> <li>Practice assertive responses to men's reasons for not wanting to practice safer sex.</li> </ul>		
<ul> <li>Negotiate with partners for Mutu- al HIV/STD Testing</li> </ul>	Explore strategies to make using condoms erotic.		
<ul> <li>Select partners who care about safer sex</li> </ul>	Review guidelines on refusing unsafe sex, demonstrate through a script, and role-play refusal.		
Help other women protect them-	Develop and practice skills for asking partners to be tested for HIV and STDs through role-playing and letter writing.		
<ul> <li>Maintain safer sex over the long term</li> </ul>	Practice problem-solving skills in relation to testing issues in small groups.		
	Identify characteristics of past partners that prevented practicing of safer sex and consider how to select partners who care about safer sex.		
	Practice helping a younger woman consider a partner's risk.		
	Present guidelines for handling "slips" and practice prob- lem-solving strategies in small groups.		
<ul> <li>Experience with negative reactions from partners, including verbal or physical abuse</li> </ul>	Through reading a script, discuss how asking a partner to use a condom might change a relationship or conflict with gender norms.		
	Identify possible partner reactions to being asked to use protection and review guidelines for responding		
	Using the Feeling Thermometer and letter writing, explore what it means to the relationship if a partner is unwilling to have protected sex.		
	Present examples of verbal, sexual, and physical abuse, read role-play scripts related to this, present guidelines for dealing with abuse, and give out list of local resources for abused women		

### **Outcomes** Expected changes as a result of activities targeting behavioral determinants Intermediate Outcomes **Immediate Outcomes** (at least one month post intervention) Self-efficacy to use male and female condoms Knowledge of the steps in influencing new/casual and steady partners to use condoms or accept the female condom Self-efficacy to influence and negotiate with new/casual and steady partners to use male and female condoms Self-efficacy to eroticize safer sex Self-efficacy to refuse unsafe sex or not start a relationship if partner is unwilling to practice safer sex Self-efficacy to ask partners to get tested Knowledge of factors to consider in selecting a potential partner Self-efficacy to ask partners about their past risk behaviors and assess their attitudes toward safer sex Self-efficacy to help other women protect themselves Self-efficacy to "problem solve" when safer sex is not maintained Knowledge of strategies for dealing with negative reactions Self-efficacy to deal with negative reactions from partners, including verbal or physical abuse

- ⇒ As weekly homework, women set small achievable goals that are steps toward safer sex and review achievement of them the following week.
- ⇒ Use of the Feeling Thermometer to process emotional reactions to various situations.
- ⇒ Use of "Thanks" Chips to give and receive positive affirmation form other group members and build group cohesion.

<sup>\*</sup>Some activities are used throughout the intervention that do not relate specifically to a Core Element but are linked to the theoretical basis of FIO. These important activities include:

# Appendix E: Daily Trainees' Agendas Day 1

Day 1	
8:30 AM	Registration
9:00 AM	Module I: Introduction and Housekeeping
	Introduction of Trainers
	Introduction of Trainees
	Ice Breaker
	General Housekeeping
	Group Rules
	Course Objectives, Agenda, and Introduction to Training Materials
9:40 AM	Module II: Introduction to FIO
	Prevention with Young, Heterosexually Active, Multi-Ethnic, At-Risk Women
	Overview of FIO
	Introduction to the Theories Guiding FIO
	Social Learning Theory
	Cognitive Behavioral Intervention and Feeling Thermometer
	Eight-Session Overview of FIO
	Review of Core Elements and Key Characteristics
10:45 AM	Break
11:00 AM	Module III: Facilitator Roles and Skills
11.007111	Exercise 1: FIO Facilitators' Skills
	Exercise 2: Working With Challenging
	Exercise 3: Sexual Desensitization
	Exercise 4: Values Clarification—Sexual Issues
	Zaciolee II Values claimeation Seadal leedes
12:20 PM	Lunch
1:20 PM	Module IV: Facilitation
1.20 TW	Introduction Session One, and Walk-Through Exercises 1 and 2
	Demonstration Session One, Exercises 3-8
	,
3:30 PM	Break
3:45 PM	Module IV (continued)
	Questions and Discussion, Session One
3:55 PM	Trainee Practice Preparation
5:00 PM	Adjourn
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Day 2	
8:30 AM	Registration
9:00 AM	Question and Review from Day 1
9:30 AM	Module IV (continued)
	Introduction Session Two
	Walk-Through Session Two, Exercises 1 and 2
	Practice Session Two, Exercise 3
	Feedback Session Two, Exercise 3
	Demonstration Session Two, Exercise 4
11:05 PM	Break
11:20 PM	Module IV (continued)
	Demonstration Session Two, Exercise 5
	Walk-Through Session Two, Exercise 6
	Questions and Discussion, Session Two
12:25 PM	Lunch
4.05.014	
1:25 PM	Module IV (continued)
	Introduction Session Three
	Walk-Through Session Three, Exercise 1
	Demonstration Session Three, Exercise 2
	Walk-Through Session Three, Exercise 3
	Practice Session Three, Exercise 4
	Feedback Session Three, Exercise 4
3:10 PM	Break
3:25 PM	Module IV (continued)
	Walk-Through Session Three, Exercises 5 and 6
	Questions and Discussion, Session Three
4:05 PM	Trainee Preparation for Practice Exercises
5:00 PM	Adjourn

Day 3	
8:30 AM	Registration
9:00 AM	Questions and Review from Day 2
9:15 AM	Module IV (continued)
	Introduction Session Four
	Demonstration Session Four, Exercise 1
	Walk-Through Session Four, Exercise 2
	Demonstration Session Four, Exercise 3
	Practice Session Four, Exercise 4
	Feedback Session Four, Exercise 4
40.45.414	Day at
10:45 AM	Break
11:00 AM	Module IV (continued)
	Walk-Through Session Four, Exercise 5
	Walk-Through Session Four, Exercises 6 and 7
	Questions and Discussion, Session Four
	· · · · · · · · · · · · · · · · · · ·
12:15 PM	Lunch
1:15 PM	Module IV (continued)
	Introduction Session Five, and Walk-Through Exercise 1
	Demonstration Session Five, Exercise 2
	Practice Session Five, Exercise 3
	Feedback Session Five, Exercise 3
	Practice Session Five, Exercise 4
	Feedback Session Five, Exercise 4
2:40 PM	Break
3:00 PM	Module IV (continued)
	Practice Session Five, Exercise 5
	Feedback Session Five, Exercise 5
	Practice Session Five, Exercise 6
	Feedback Session Five, Exercise 6
	Questions and Discussion, Session Five
5:00 PM	Adjourn

Day 4	
8:30 AM	Registration
9:00 AM	Questions and Review from Day 3
9:15 AM	Module IV (continued)
	Introduction Session Six, and Walk-Through Exercise 1
	Demonstration Session Six, Exercise 2
	Practice Session Six, Exercise 3
	Feedback Session Six, Exercise 3
10:25 AM	Break
10:40 AM	Module IV (continued)
	Practice Session Six, Exercise 4
	Feedback Session Six, Exercise 4
	Walk-Through Session Six, Exercises 5 and 6
	Questions and Discussion, Session Six
12:10 PM	Lunch
1:10 PM	Module IV (continued)
	Introduction Session Seven, and Walk-Through Exercise 1
	Practice Session Seven, Exercise 2
	Feedback Session Seven, Exercise 2
	Practice Session Seven, Exercise 3
	Feedback Session Seven, Exercise 3
3:05 PM	Break
3:20 PM	Module IV (continued)
	Practice Session Seven, Exercise 4
	Feedback Session Seven, Exercise 4
	Demonstration Session Seven, Exercises 5 and 6
	Questions and Discussion, Session Seven
5 00 F: <i>i</i>	
5:00 PM	Adjourn

Day 5	
8:30 AM	Registration
9:00 AM	Questions and Review from Day 4
9:15 AM	Module IV (continued)
	Introduction Session Eight, and Walk-Through Exercise 1
	Walk-Through Session Eight, Exercise 2
	Demonstration Session Eight, Exercise 3
	Walk-Through Session Eight, Exercises 4 and 5
	Practice Session Eight, Exercise 6
	Feedback Session Eight, Exercise 6
10:05 AM	Break
10:20 AM	Module IV (continued)
	Walk-Through Session Eight, Exercise 7
	Demonstration Session Eight, Exercise 8
	Questions and Discussion, Session Eight
44.45 DM	Lunah
11:45 PM	Lunch
12:45 PM	Module V: Pre-Implementation
12:45 PM	Agency Capacity Issues
	Recruitment, Retention, and Incentives
	Necrulation, Netermon, and incentives
1:25 PM	Module VI: Maintenance and Management
	Adaptation
	Evaluation
2:25 PM	Training Conclusion
	Questions and Answers
	Evaluation
3:30 PM	Adjourn

## Appendix F: TOF Slides

Please find in the following pages all the slides contained in the TOF, organized by Day. They are also available as PowerPoint documents on the FIO CD.